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ABSTRACT

The five units in this curriculum manual are designed to assist classroom teachers in the delivery of employability skills to special needs students in prevocational, vocational, cooperative work study, or career education programs at the middle school and secondary levels. Covered in the individual sections of the guide are socialization, communication, financial management, values clarification, and job procurement and retention skills. Each section contains the following: student performance objectives, a list of resources, a suggested teacher delivery system, a lesson-content outline, student evaluation activities, and a series of accompanying reading and mathematics activities that are written for students who are below grade level in these two basic skills and that are geared for use in both large and individualized instructional settings. (MN)

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EMPLOYABILITY SKILLS FOR THE SPECIAL NEEDS LEARNER

An Integrated Program of Reading, Math, and Daily Living Skills

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Jerry L. Wircenski
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To the Teachers of Special Needs Learners

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Preface

The five units in this curriculum manual are designed to assist the classroom teacher in the delivery of employability skills to special needs learners and to aid these students in a successful transition from school to work.

This manual can be used with students who are enrolled in prevocational, vocational, cooperative work-study, or career education programs at the middle school and secondary school levels. All materials are designed for students who have displayed deficiencies or who lack knowledge in the understanding of those factors necessary for employment. The accompanying reading and mathematics activities are written for students who are below grade level in these two basic skills and are geared for use in both large and individualized instructional settings.

It is hoped that the lessons in this manual will help special needs learners to develop the socialization, communication, financial management, values clarification, and job procurement and retention skills necessary for their successful entry into the world of work.

Jerry L. Wircenski
April 1982

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Introduction

The social climate of the 1950s emphasized concern for immediate personal and family matters, staying out of trouble, and getting ahead in life. On the other hand, the 1960s and early 1970s were characterized by moral and social struggles. Long-standing "systems," such as big business, government, and the family, came under siege. Youths and young adults took their causes to the streets and challenged authority on college campuses and in the public schools to bring about social change.

These social concerns were also evident in the labor force. According to Swados (1972),

> In the series of seismic explosions of the 1960's, blacks and students forced the rest of the nation to confront their life problems. As these two groups entered a new period of reconsideration and regrouping, the nation was faced with the re-emergence of a force—the labor force—that had been, in comparison with civil rights activists and militant students, virtually quiescent since the 1930s. (p. v)

The attitudes of the labor force during this time of discontent were revealed in an incident in Lordstown, Ohio, where

> close to 8,000 youthful auto workers in a bright new factory producing compact cars defied General Motors, the giant of the automotive industry. They walked out on strike—not for higher wages or increased retirement benefits, but for a voice in the management of the fastest moving assembly line in the world. Charged with acts of irresponsibility and sabotage, they responded with pleas for dignity and respect. It is more than possible that the rebellious behavior of these young workers, with their fondness for long hair, pot, mod clothes and other tastes usually associated with the youth culture of the more privileged, may well be only the early warning signal of a whole series of new convolutions. (Swados, 1972, p. v)

As the 1970s progressed, the social and labor turmoil that was so prevalent at the dawn of the decade subsided. A trend in social "stability" was carried into the new decade of the 1980s, or so it seems. However, one group in the general population in the 1970s did not enjoy the benefits of the concern with social goals. That group was the teenagers and young adults. Bowers (1979) compared the unemployment rates among teenagers and young adults in 1955, 1956, and 1973. He concluded that the rates of unemployment for teenagers and young adults were consistently higher than those of adults. Furthermore, Bowers discovered that the incidence of unemployment was highest among teenagers between 16 and 19 years of age. According to Westcott and Bednarzik (1981), the unemployment rate for males and females 16 to 19 years of age was 17.7% compared with a national average of 7.1% for all persons seeking employment. In contrast to their adult counterparts, the teenage job seekers' share of unemployment was much higher than their share of the labor force.

This unemployment problem is further compounded for nonwhite teenagers. The average unemployment rate of black teenagers for 1979 was 33.5% (Iden, 1980). According to Farley (1980), blacks in the labor force have been about twice as likely as whites to be unemployed during the past 30 years.

What can be done to ease the rates of unemployment among 16- to 19-year-old youths? Unfortunately, there is no simple answer to this question. Rather, the answer lies with a large number of factors, such as the state of the economy, labor supply and employer demands, minimum wage legislation, attractiveness of antisocial (but money-making) activities, and availability of food stamp and welfare payments. One important variable that influences the employability of youths is education in general and, specifically, education related to the world of work. "In general, educators have been the main initiators of efforts to better link education and work" (Gallagher, 1976, p. 153). Mangum (1978) stated that "the more a young person knows about the world of work, the higher his or her wages and occupational status are likely to be."

EMPLOYABILITY SKILLS—WHAT ARE THEY?

The term *Employability Skills* has many meanings. They have been referred to as coping skills, life adjustment skills, survival skills, school-to-work transition skills, job search skills, and so forth. The Michigan Department of Education defined *employability skill* as that skill (other than occupational or technical skill), knowledge, behavior, and judgment needed to secure, maintain, advance in, and terminate a job (Porter, 1979). Following a review of the literature, Porter (1979) suggested the following skills to be essential for success in the world of work: punctuality, consistent reporting to assignments, enthusiasm for one's assignment, sense of suitable and appropriate attire, functional reading skills, effective writing skills, effective verbal skills, practical computational skills, application and understanding of job requirements, ability to get along with others, ability to follow directions, and ability to project mental alertness and physical soundness.

Carkhuff and associates (1975) concluded that two elements were needed in order to obtain satisfactory job placement: (1) information about possible job opportunities and (2) the necessary skills to take advantage of the opportunities that exist. They also found that the most frequently identified employability skills were: oral and written communication, reading, computation, self-assessment, identifying employment opportunities, job assessment, writing application letters, filling out applications, developing résumés, test-taking, punctuality, interviewing, self-marketing, following up interviews, presenting a positive attitude, getting along with others, dependability, internship skills, job maintenance, job promotion, and terminating a job.

Kazanas (1978) explained employability skills in terms of affective work competencies and included: punctuality, honesty, reliability, dependability, initiative, helpfulness, cooperation, loyalty, self-confidence, good work attitudes, ability to listen and carry out instructions, ability to follow rules and regulations, and efficiency.

O'Neil (1976), in a study of 589 workers' ratings of 27 occupational survival skills, found that the 5 most important skills, regardless of occupational classification, were: (1) being dependable, (2) giving an honest day's work, (3) knowing what is expected of you, (4) maintaining good health, and (5) managing time and materials efficiently.

As can be seen, literature on employability skills contains a number of definitions of employability as well as a variety of skills considered to be employability skills. Although there is some controversy concerning the exact definition of employability skills, there is agreement that employability skills are important in helping young adults make a successful move from the educational environment to the world of work.

For the purposes of this curriculum manual, employability skills are defined as those essential cognitive and affective skills that are necessary for successful transition from school to work. These are skills that are essential for employment, job seeking, job placement, and job retention.

WHY ARE EMPLOYABILITY SKILLS IMPORTANT?

Preparation for the world of work involves not only the attainment of specific job skills but also the acquisition of desirable affective competencies such as employability skills.

> From the entire body of available information, it appears that the single most important variable in determining success in work and life adjustment is the acquisition of behavioral traits that enable youth to interact, grow, and function with informal social groups—such

> things as developing and executing plans, working with others, controlling impulses, processing and interpreting information, communicating, problem solving, and working with an authority structure. (Mangum, 1978, p. 19)

The teaching of employability skills is an important element in the preparation of youths for making the systematic transition from school to work. Youthwork, Inc. (1980) stated that employability skills such as attitudes, values, and habits related to work, self-confidence, self-discipline, problem-solving and analytical skills, interpersonal relations, and reactions to authority should all have priority over occupational skills in preparation for employment.

Although it is believed that all youths can profit from programs that incorporate employability skills instruction, these skills are particularly important for youths who will soon conduct a job search. In a monograph entitled, "Career Education and the Comprehensive Employment and Training Act," Mangum (1978) stated that "Few youth drop out of school due to economic necessity or to lack of parental support; instead, most drop out simply because they do not get along well in school. They are not likely to return until they can foresee more successful and satisfying experiences." Youthwork, Inc. (1980) stated that "next to personal attributes, understanding of the labor market and job-seeking skills are usually the most important determinants of labor-market success" (p. 29).

For Special Needs Learners

As the term implies, special needs students have unique qualities or characteristics that separate them from their peers, parents, teachers, and society in general. Special needs learners are those individuals who have handicaps or disadvantages that prevent them from succeeding in regular classes. These learners can be separated into two general categories: disadvantaged students and handicapped students.

FOR DISADVANTAGED LEARNERS

According to *The Vocational Education Amendments of 1976* (Public Law 94-482), disadvantaged learners are defined as those persons who "(1) have academic or economic disadvantages and (2) require special services, assistance or programs in order to enable them to succeed in vocational education programs. The disadvantaged learner has been divided into two major categories, that is, academic and economic " (*Federal Register*, Oct. 3, 1977, p. 53851).

Academically disadvantaged has been defined to mean a person who "(1) lacks reading and writing skills, (2) lacks mathematical skills, (3) performs below grade level." *Economically disadvantaged* has been defined to mean "(1) family income that is at or below national poverty level; (2) participant, or parents or guardian of the participant, is unemployed; (3) participant, or parent of the participant, is recipient of public assistance; or (4) participant is institutionalized or under State guardianship" (*Resurge, '79*, 1980, p. 21).

Classroom teachers really do not need to employ a formal definition in the identification of special needs learners. Teachers see them daily as they teach their classes, as they supervise study halls, or as they talk with or observe the students in their school. Special needs learners are students who have a great deal of difficulty in coping with the teaching/learning structure of the typical classroom. They may have difficulty with reading or writing assignments; they may have difficulty doing simple mathematical calculations; or they may have problems comprehending written or oral assignments. As a result of this academic deficiency or problem, special needs learners often become withdrawn or disruptive in school. They may have few friends and may not participate in school functions. They may display an attitude of disrespect for personal property or school property. They sometimes show little respect for authority both in school and in the community in general.

Often the problems of special needs learners are coupled with home environments that sometimes are classified as socioeconomically depressed. There may be only one parent, who may or may not be employed. If one or both parents are employed, they generally hold unskilled or semiskilled positions. Family interactions and discussions tend to be void, owing to one or both working parents being fatigued and preoccupied with work and/or the many facets associated with nurturing a sometimes large family.

Special needs learners may be streetwise and active in the subcultures of crime, drugs, street gangs, or other activities of violence. Many have or will soon have a juvenile criminal record. By the time these learners reach the high school level they are often behind their grade level and have experienced numerous subject failures. Many have tuned out the educational system and display their discontent by tardiness or numerous absences from school.

Many special needs learners are merely putting in their time and waiting to reach the legal age when they can drop out of school completely. When they do drop out, they usually leave the school environment without job preparation skills, technical skills, job search skills, or job holding skills. Therefore, it is essential that the teacher utilize the school environment to help these learners develop the all-important employability and job skills necessary to make the successful transition from school to work.

FOR HANDICAPPED LEARNERS

Handicapped learners can, and often do, display many of the characteristics of disadvantaged learners. However, unlike disadvantaged learners, handicapped students must cope with a different set of unique characteristics that may prevent them from succeeding in a regular classroom. Often, handicapped learners must cope with physical or mental disabilities that make the traditional teaching/learning environment difficult for them. Also, they may display an eagerness to learn, but, owing to some handicapping condition, may be unable to learn or to progress like other students.

The Vocational Education Amendments of 1976 define the handicapped learner as:

> (a) a person who is: 1) mentally retarded, 2) hard of hearing, 3) deaf, 4) speech impaired, 5) visually handicapped, 6) seriously emotionally disturbed, 7) orthopedically impaired, or 8) other health impaired person, or (a) persons with specific learning disabilities; and (b) who by reason of the above: 1) requires special education and related services and 2) cannot succeed in the regular vocational education program without special educational assistance; or 3) requires a modified vocational education program (*Federal Register*, Oct. 3, 1977, p. 53864).

HOW TO USE THIS MANUAL

This manual was designed to serve the instructional needs of students who are handicapped and/or disadvantaged. It must be pointed out that, owing to the broad range of ability levels of handicapped and disadvantaged learners, some of the lessons in this manual may not be suited for some learners without modification. For example, if a learner has visual impairments, some learning activities may need to be enlarged to enhance readability; some may need to be placed on audio tapes. For the learner classified as trainable mentally retarded (TMR), the lessons and activities might have to be broken down into simple concepts with a great deal of repetitive instruction and reinforcement. For further assistance, Stern-Otazo (1980) offers numerous suggestions in the area of instructional modification. Whatever accommodations are needed, the concepts presented in this manual are important to all handicapped and disadvantaged learners.

Organization of This Manual

In this manual, employability skills have been divided into five categories: (1) socialization skills, (2) communication skills, (3) financial management skills, (4) values clarification skills, and (5) job procurement and retention skills.

SOCIALIZATION SKILLS

Socialization skills are those skills that are designed to help learners interact with peers, employers, parents, and teachers. This unit is deliberately presented first in the manual to help the teacher begin to develop the socialization process in the classroom. This unit should help the teacher foster discussion and thought while the students examine their own traits and abilities. The lessons that have been designed to facilitate this discussion include personal organization, neatness and orderliness, keeping a file, personal grooming, getting along with others, accepting differences in others, respecting the rights of others, responding to authority, and acceptance of authority. Furthermore, many of the employability activities deal with role playing and discussion situations.

COMMUNICATION SKILLS

The second unit in this manual is designed as a foundation to assist learners to improve their oral and written communication skills. The lessons include personal letter writing, business letter writing, interpreting oral orders/directions, following orders/directions in correct sequence, and interpreting written orders/directions. These lessons were structured to prepare the learner for later units, which deal with more difficult or complex tasks.

FINANCIAL MANAGEMENT SKILLS

The third unit concerns financial management skills and is intended to help learners manage their personal finances as well as to establish a better understanding of everyday money concerns. The lessons included are bill paying, banking skills, savings accounts, checking accounts, expenses, the use of credit cards, buying a used car, and rental lease agreements. The lessons are designed to enable the learner to better enter the community and to begin to formulate sound personal finance management practices. Specifically, this unit helps to provide the learner with a better understanding of contractual agreements and with practice in the proper completion of applications for credit, such as those provided by department stores and oil companies, and applications for bank cards such as VISA and Master Card.

VALUES CLARIFICATION SKILLS

The fourth unit of this manual deals with values clarification skills. These skills are frequently overlooked or avoided by teachers. Teachers may be concerned that they are imposing their personal values on others or that they are using their values as a yardstick by which to measure others. This unit was established to help learners examine their own values while they begin to develop those values more widely held by society in general. The unit focuses on developing pride, self-esteem, and responsibility/dependability; accepting criticism and rejection; introducing assertiveness training; identifying acceptable human values; and encouraging decision making, and it should provide excellent stimulation for classroom discussion and interaction. However, a certain degree of caution must be exercised in order to allow learners to analyze and assess their own values before they can begin to adopt and foster those values that society regards as important.

JOB PROCUREMENT AND RETENTION SKILLS

The fifth unit of the manual consists of lessons in job procurement and retention skills. Most curriculum manuals that deal with employability skills focus entirely on these skills. However, a popular misconception is that the best way to bridge the gap from school to employment is to teach students essential job procurement and retention skills. It is hoped that the teacher who uses this manual will use this unit only after the preceding four units have been thoroughly covered.

This unit was written to help the learner grasp those skills that are essential to enter the world of work. The intent is to bring together those skills addressed in the preceding four units and thereby demonstrate a mastery of socialization, communication, financial management, and values clarification skills. This unit on job procurement and job retention focuses on career awareness, assessing self-abilities/qualities, job resources, finding out about companies, letters of application, job application forms, résumés, interviewing, employer relations, job retention, resigning, promotion, and seeking a raise.

Organization of Lessons within Units

The breakdown of the individual lessons can be best illustrated by referring to Figure 1.

THE TEACHER LESSON

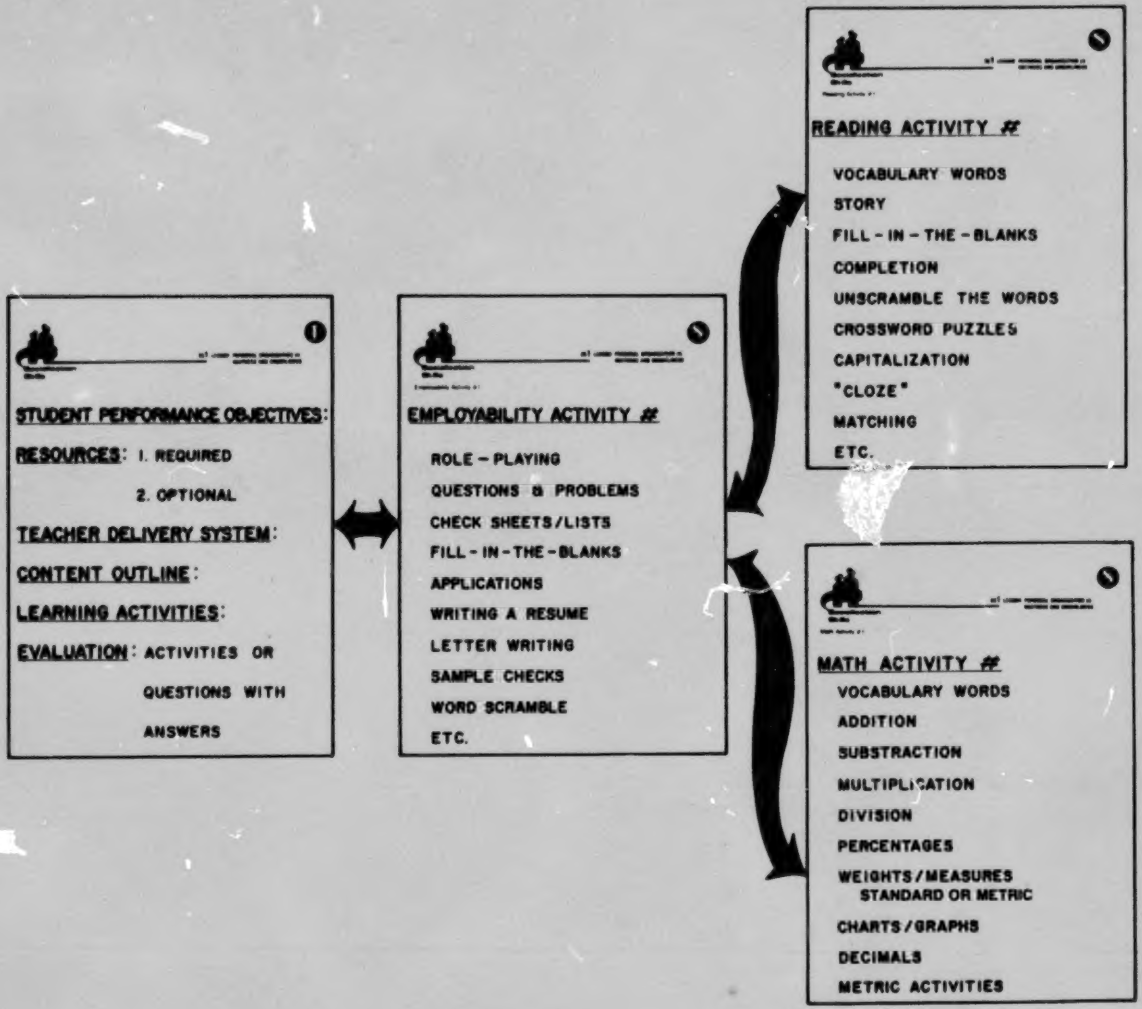
Figure 1 consists of four blocks. The first block is the teacher lesson and is marked with the symbol Ⓣ in the upper right-hand corner. The teacher lesson is divided into six segments: (1) student performance objectives, (2) resources, (3) teacher delivery system, (4) content outline, (5) learning activities, and (6) evaluation. Each lesson contains the unit name and the lesson title.

The first part of the teacher lesson is the student performance objective. The objective is stated in measurable terms and is designed to be a specific learning outcome as a result of the lesson presented. The second part of the lesson consists of resources. The resources have been divided into two categories: (1) required and (2) optional. In almost all cases the required resources are provided in this manual. Various reference materials or resource persons/materials are suggested to be used as optional resources; they are not required for the teaching of the lesson content. The third segment of the lesson plan consists of the teacher delivery system and contains the suggested teaching strategies to be employed for the presentation of the lesson content. All lessons consist of a minimum of two teacher strategies so that teaching technique can be varied from lesson to lesson. The fourth element of the teacher lesson consists of the content outline, which contains a sequential order of the material to be presented. The learning activities follow the content outline and are designed to provide the learner with practice in applying the content of the lesson presented. The evaluation segment of the teacher lesson is designed to measure the student performance objectives and consists of questions or other measurable student activities.

THE EMPLOYABILITY ACTIVITY

The second block in Figure 1 is the employability activity. This activity is designed for students and is labeled by the symbol Ⓢ at the top. Each employability activity consists of a variety of experiences that are structured to apply the information presented in the teacher lessons. The activities include questions and problems, role playing, discussion, and writing assignments. An answer sheet for each employability activity is provided when necessary.

Figure 1 Curriculum Manual Format


1
STUDENT PERFORMANCE OBJECTIVES:
RESOURCES: 1. REQUIRED
2. OPTIONAL
TEACHER DELIVERY SYSTEM:
CONTENT OUTLINE:
LEARNING ACTIVITIES:
EVALUATION: ACTIVITIES OR QUESTIONS WITH ANSWERS
2
EMPLOYABILITY ACTIVITY #
ROLE – PLAYING
QUESTIONS & PROBLEMS
CHECK SHEETS / LISTS
FILL – IN – THE – BLANKS
APPLICATIONS
WRITING A RESUME
LETTER WRITING
SAMPLE CHECKS
WORD SCRAMBLE
ETC.
3
READING ACTIVITY #
VOCABULARY WORDS
STORY
FILL – IN – THE – BLANKS
COMPLETION
UNSCRAMBLE THE WORDS
CROSSWORD PUZZLES
CAPITALIZATION
"CLOZE"
MATCHING
ETC.
4
MATH ACTIVITY #
VOCABULARY WORDS
ADDITION
SUBSTRACTION
MULTIPLICATION
DIVISION
PERCENTAGES
WEIGHTS / MEASURES STANDARD OR METRIC
CHARTS / GRAPHS
DECIMALS
METRIC ACTIVITIES

THE READING ACTIVITY

The third block in Figure 1 is the reading activity. There is widespread agreement that one of the central elements in preparing workers for meaningful employment is improvement in the basic skill of reading and reading comprehension. Programs that consist solely of basic education instruction in the classroom and have little or no application to the world of work have been shown to be the least successful when working with young adults (Mangum, 1978, & The Committee for Economic Development, 1978).

The reading activity consists of a story that relates to the characters and situations presented in the Employability Activity. Associated with each story are vocabulary words and various exercises to measure comprehension through activities, such as completion, word scramble, crossword puzzles, or a "clozed" procedure. Like the employability activities, each reading activity is accompanied by an answer sheet for the teacher's use.

THE MATH ACTIVITY

The fourth block in Figure 1 deals with the math activity. Like the reading activities, the math activities are designed for students who have been identifed as being deficient, in this case, in the basic computation skills of addition, subtraction, multiplication, and division. Additional instruction is also provided in reading charts and graphs and in figuring percentages and decimals, for example. Although designed for students who have deficiencies, the math activities can also be employed as a review to reinforce some of the important basic mathematics skills.

Each math activity consists of problems that revolve around realistic work situations and utilizes the characters who were mentioned in the employability activity and the reading activity.

Where applicable, optional metric activities are provided and are labeled with the symbol Ⓜ . Each math activity is accompanied by an answer sheet showing the calculations that were used to derive the answers.

HOW TO TEACH A READING LESSON

The math activities of this manual are rather straightforward and easily taught. The reading activities, on the other hand, may be enhanced by utilizing the following three procedures: (1) prereading activities, (2) guided reading, and (3) follow-up discussions.

Prereading Activities

In preparing students to read something that is potentially difficult for them, it will be helpful if the teacher will familiarize the students with the content of the material. If students have a general idea of the story content before reading, their comprehension of the material and the assimilation of new words will be considerably improved. Using various clues, the teacher should ask the students to make assumptions on what the story is about and to discuss the knowledge and experience they already have on that topic. Clues that can be used include discussing the title and its significance to the story, noting any illustrations and predicting their relationship to the story, relating the title and illustrations to the employability topic shown at the top of the page and discussing what students already know about this topic, and identifying difficult words.

Any words that are not in the students' writing or speaking vocabularies should be identified and defined before they are encountered within the selection. If left unidentified, a troublesome word may present enough of an obstacle so as to interfere with the reader's comprehension. Certain words in the story have been identified as vocabulary words at the top of each reading activity. However, before presentation, the teacher should check each selection for other words that may be unfamiliar to the students. These words should be presented not as isolated words but within the context of a sentence. Discussion can be used to ensure that students understand the meaning of the new words before reading them in the activity. Example: *employee*—"The *employee* was eager for payday to arrive."

Guided Reading

Most of the selections in the reading activity are short; however, they may seem quite long to some problem readers. If a selection appears to be too long or too complicated, the teacher will need to guide students as they read it. For example, break the passage into meaningful sections. Have the students read one section at a time. Follow each section with a brief discussion to ensure comprehension. Give the students a purpose in reading the next section based on the discussion of the previous section.

> Section I: Generally students should read the first paragraph or two in order to identify the characters and setting.
>
> Section II: In this part of a selection, the students should try to discover the problems the characters are experiencing. The students should be asked to predict how the problems will be solved.
>
> Section III: In reading this section, the students should look for the resolution of the problems or the outcome of the situation.

The teacher may, of course, vary the breakdown of the stories. The important point is to break an otherwise unmanageable amount of material into smaller meaningful sections.

Follow-Up Discussions

To ensure that students have understood what they have read, it is important to follow-up each reading activity with a discussion generated by teacher questions. The teacher may want to ask simple fact questions as well as questions that will encourage students to draw conclusions and make judgments. Brief follow-up activities are included at the end of each grading activity.

It is hoped that by following the above suggestions, the teacher will be better prepared to promote the reading reinforcement for which the activity was designed. If a teacher encounters difficulty with understanding and utilizing the reading activity, it is suggested that the teacher consult a reading specialist for additional help and recommendations for teaching reading.

HOW TO USE THE COMPETENCY MATRIX

The competency matrix shown in Figure 2 is designed to chart the expectancies and achievements for students using this manual. The competencies marked indicate goals that may be met by properly presenting and discussing the lessons and activities. In addition to the employability skills competencies shown in the matrix, *each reading and math activity is designed to reinforce the basic skills and build vocabulary*. Because these are expectancies common to each lesson, they are not differentiated in the matrix. The teacher may wish to duplicate a matrix for each student to keep track of lessons completed and competencies met. This may also be used to determine any deficiencies a student may have in a particular area and to prescribe related lessons to meet that deficiency.

OPTIONAL RESOURCES

Required resources for the curriculum manual are listed with each lesson. The following is a list of suggested optional resources.

Employability Activities

Beryle, M. *Your career in the world of work*. Indianapolis: Bobbs-Merrill, 1975.

Chapman, E.N. *Your attitude is showing* (3rd ed.). Chicago: Science Research Associates Inc., 1979.

Jochen, A.E., & Shapiro, B. *Vocational English I*. New York: Globe, 1975.

Johnson, D.W. *Human relations and your career*. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Kimbrell, G., & Vineyard, B.S. *Succeeding in the world of work*. Bloomington, Ill.: McKnight, 1972.

Kirk, E.M., Laubach, F.C., & Laubach, R.S. *Everybody reading and writing*. Syracuse, N.Y.: New Readers Press, 1970.

Meers, G.D. (Ed.). *Handbook of special vocational needs education*. Rockville, Md.: Aspen Systems Corporation, 1980.

Randall, F. *Getting a job* (2nd ed.). Belmont, Calif.: Pitman Learning Inc., 1978.

Simon, S.B., Howe, L.W., & Kirschenbaum, H. *Values clarification*. New York: Hart, 1972.

State Department of Education, Division of Vocational Education. *Occupational work experience*. Columbus: The Ohio State University, Trade and Industrial Education Instructional Materials Laboratory, 1976.

United States Department of Defense. *Military-civilian occupational source book*. Fort Sheridan, Ill.: Military Enlistment Processing Command, latest edition.

United States Department of Labor, U.S. Employment Service. *Dictionary of occupational titles* (DOT). Washington, D.C.: U.S. Government Printing Office, latest edition.

United States Department of Labor, Bureau of Labor Statistics. *Occupational outlook handbook*. Washington, D.C.: U.S. Government Printing Office, latest edition.

Wooden, R.J. *Succeeding on your first job*. Columbus: The Ohio State University, Agriculture Education Curriculum Materials Service, 1977.

Reading Activities

Aukerman, R.C. *Reading in the secondary school classroom*. New York: McGraw-Hill, 1972.

Estes, T.H., & Vaughan, J.L., Jr. *Reading and learning in the content classroom* (regular ed.). Boston: Allyn & Bacon, 1978.

Herber, H.L. *Teaching reading in content areas* (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Horn, T.D. *Reading for the disadvantaged*. Newark, Del.: International Reading Association, 1970.

Miller, W.H. *Teaching reading in the secondary school*. Springfield, Ill.: Charles C Thomas, 1974.

Roe, B.D., Stoudt, B.D., & Burns, P.C. *Reading instruction in the secondary school*. New York: Rand McNally, 1978.

Shepherd, D.L. *Comprehensive high school reading methods* (2nd ed.). Columbus: Charles E. Merrill, 1978.

Smith, R.J., & Barrett, T.C. *Teaching reading in the middle grades*. Reading, Mass.: Addison-Wesley, 1976.

Thomas, E.L., & Robinson, H.A. *Improving reading in every class: A sourcebook for teachers* (regular ed.). Boston: Allyn & Bacon, 1976.

Math Activities

Allegra, J.W. *Sequential mathematics* (2 books). New York: Harcourt, Brace, & Jovanovich, 1973.

Chant, A.E., Montalto, B.J., & Eufinger, B.A. *Reaching math competence*. New York: Cambridge, 1978.

Charuhas, M.S. (et al.). *Essential mathematics for life* (4 books). Glenview, Ill.: Lifelong Learning Division, Scott Foresman, 1981.

Friedland, J., & Gross, I. *Reading for mathematics.* Phoenix, N.Y.: Frank E. Richards, 1977.

Greenfield, L., Nogueira, M.F., Eufinger, B.A., & Montalto, B.J. *Improving math competence.* New York: Cambridge, 1978.

Henney, R.L. Mathematics systems 3 series. In *Career advancement series.* Chicago: Follett, 1974.

Hunter, W.F., & LaFollette, P.L. *The learning skills series: Arithmetic* (4 books). New York: McGraw-Hill, 1976.

Jacobs, R.F., & Meyer, R.A. *Discovery and practice: Mathematics.* New York: Harcourt, Brace, & Jovanovich, 1971.

Lankford, F.G., Jr., & Ulrich, J.F. *Essential mathematics* (3rd ed.). New York: Harcourt, Brace, & Jovanovich, 1975.

Schaffer, F. *Education materials for fun.* Frank Schaffer Publications, undated.

Silver Burdett mathematics (Teachers ed. #7). Morristown, N.J.: Silver Burdett, 1976.

Wallace, M.C. *Figure it out.* Chicago: Follett, 1981.

Wircenski, J.L., & Passmore, D.L. *Handbook for the implementation of school-to-work transition skills for disadvantaged youth.* University Park, Pa.: The Pennsylvania State University (Division of Occupational and Vocational Studies), 1981.

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Carkhuff, R.R., Pierce, R.M., Friel, T.W., & Willis, D.G. *Getajob.* Amherst, Mass.: Human Resource Development Press, 1975.

Farley, R. The long road: Blacks and whites in America. *American Demographics,* 1980, *2*(2), 11-17.

Gallagher, D. Community efforts to link education and work. In National Commission for Manpower Policy, *From school to work: Improving the transition.* Washington, D.C.: United States Government Printing Office, 1976, p. 153.

Iden, G. The labor force experience of black youth: A review. *Monthly Labor Review,* 1980, *103*(8), 10-16.

Jobs for the hard-to-employ: New directions for a public-private partnership. New York: Committee for Economic Development, January 1978.

Kazanas, H.C. *Affective work competencies for vocational education.* Columbus: The ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1978. (Information Series #138, ED 166 420)

Mangum, G.L. *Career education and the Comprehensive Employment and Training Act.* Washington, D.C.: Office of Career Education, February 1978.

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Porter, J.W. *A step toward meeting the full employment needs of youth: Establishing measurable components regarding employability skills: An action plan for the Council of Chief State School Officers.* Lansing, Mich.: The Council of Chief State School Officers Summer Institute, Michigan Department of Education, June 1979.

Resurge '79: Manual for identifying, classifying and serving the disadvantaged and handicapped under the Vocational Education Amendments of 1976 (P.L. 94-482). Washington, D.C.: U.S. Government Printing Office, September 1980.

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Swados, H. *Forward.* In H.L. Sheppard, & N.Q. Herrick, *Where have all the robots gone?* New York: Free Press, 1972.

United States Department of Health, Education, and Welfare, Office of Education. *Federal register* (Vol. 42). Washington, D.C.: U.S. Government Printing Office, 1977, p. 191.

Westcott, D., & Bednarzik, R.W. The youngest workers: 14- and 15-year-olds. *Monthly Labor Review,* 1981, *104*(2), 4-14.

Youthwork, Inc., *School-to-work transition: Reviews and synthesis of the literature* (Youth Knowledge Development Report 2.15). Washington, D.C.: U.S. Government Printing Office, 1980.

Figure 2 Competency Matrix for Employability Skills Manual

Name____________________________

Class____________________________

		Socialization Skills						Communication Skills		Financial Management Skills			Values Clarification Skills				Job Procurement and Retention Skills					
	Related Lessons	Demonstrate acceptable interpersonal behaviors	Demonstrate acceptable responses to authority	Demonstrate acceptable social roles	Follow oral directions	Follow written directions	Demonstrate personal organization skills	Write a business letter	Write a personal letter	Manage a savings/checking account	Maintain a personal budget	Demonstrate personal finance decision-making skills	Display positive self-concept	Demonstrate responsible action	Identify values related to personal behaviors	Apply decision-making skills	Utilize job source information	Complete job application form	Prepare a resume	Give appropriate responses in an interview	Demonstrate techniques for maintaining employer relations	Identify processes for maintaining good employer-employee relations
SOCIALIZATION	Personal Organization(I)- Neat. & Order.		R			M	ERM							R		M					R	
	Personal Organization(II) - Keep. a File					M	ERM			M				R		M						
	Personal Grooming/Hygiene	R		ER			M							M	M	M						
	Automotive Responsibilities			ER		M	M							R		M						
	Getting Along with Others	ER		R			M								R	M				ER		
	Accepting Differences in Others	ER				M	M								R	M					M	
	Leadership/Group Planning	ER		ER		M	RM				M			RM		M						
	Respecting Rights of Others	ER	R				M							R	R	M					M	
	Responding to Authority	R	ER				M							R	R	M					ERM	R
	Acceptance of Authority		ER				M							R		RM					ER	R
	Use of Leisure Time						ERM									M						
COMMUNICATION	Personal Letter Writing	ERM				M	M		ER							M						
	Business Letter Writing					M	M	ER						R		M						
	Interpreting Oral Orders/Directions				ER		M									M						
	Following Orders/Direct. in Cor. Seq.				R	EM	M					M		M	M	M						
	Interpreting Written Orders/Directions					ERM	M							M	M	M					M	
FINANCIAL MANAGEMENT	Bill Paying					M	RM			M	ERM	ERM		R		ERM						
	Banking Skills (I) - Savings Account					M	M			RM	E	RM		RM		RM						
	Banking Skills (II) - Savings Account						M			RM	E	RM		R		RM						
	Banking Skills (III) -Checking Account					M	M			M	ER	R				M						
	Expenses					M	RM				RM	ER		R	M	ERM						
	What are Credit Cards?			M		M	RM				ERM	R		R		M						
	Buying a Used Car						M					ER		R		ERM						
	Renting/Leases	R	M			M	M					ERM				ERM						

KEY: E= EMPLOYABILITY, R READING, M MATHEMATICS

Figure 2 continued

Name____________________________

Class____________________________

		Socialization Skills						Communication Skills		Financial Management Skills			Values Clarification Skills				Job Procurement and Retention Skills					
	Related Lessons	Demonstrate acceptable interpersonal behaviors	Demonstrate acceptable responses to authority	Demonstrate acceptable social roles	Follow oral directions	Follow written directions	Demonstrate personal organization skills	Write a business letter	Write a personal letter	Manage a savings/checking account	Maintain a personal budget	Demonstrate personal finance decision-making skills	Display positive self-concept	Demonstrate responsible action	Identify values related to personal behaviors	Apply decision-making skills	Utilize job source information	Complete job application form	Prepare a resume	Give appropriate responses in an interview	Demonstrate techniques for maintaining employer relations	Identify processes for maintaining good employer-employee relations
VALUES CLARIFICATION	Developing a Sense of Pride			M			M						ER	M		M						
	Self-Esteem/Pride						M						ER			M						
	Responsibility/Dependability	ER		ER		M	M							ER	ER	M						
	Accepting Criticism		ER				M						R	R	ER	M					R	R
	Accepting Rejection		ER				M							M	ER	M					E	
	Assertiveness Training	R	ER				M						ER	M		M				E	E	
	Identify Acceptable Human Values		R				M							ER	ER	M						
	Identify Desirable Human Values - Dep.	R		ER			RM							ER	ER	M						
	Identify Desirable Human Values - Hon.		R	E			M							ER	ER	M					R	R
	Decision-Making						ERM					ER		R		ERM	R					
JOB PROCUREMENT & RETENTION	Intro. to Career Awareness						RM							R		RM	ER					
	Assessing Self Abilities/Qualities						M						ER		ER	M				ER		
	Job Resources	R				M	RM							R		RM	ER					
	Finding Out About Companies						M					R		R		RM	ER					
	Letter of Application					M	M	ER								M			ER			
	Completing Job Application Forms						M							R		M		ER				R
	Resume					M	M							R	R	M			ER			R
	The Interview			R		M	RM						R	RM	R	M				ER		R
	Interviewing			RM		M	M							M	RM	M				ER	M	
	Employer Relations		ER	M			M							M		M					ER	R
	Job Retention	R				M	RM							R		M					ER	
	Resigning						M	ER						ER		M					R	ER
	Route to Promotion	R					M									M	E				R	R
	Asking for a Raise		R				M					ER	R	R		ERM					ER	R

KEY: E= EMPLOYABILITY, R= READING, M= MATHEMATICS

SS1 LESSON: PERSONAL ORGANIZATION (I): NEATNESS AND ORDERLINESS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain the importance of personal neatness and orderliness in everyday life.

RESOURCES:

Required: 1. Teacher's desk
2. Employability Activity #1: CIRCLE-THE-WORDS PUZZLE

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Role play by teacher

CONTENT OUTLINE:

I. Introduction:
We often hear the phrase, "First impressions are lasting impressions." Most of the time with our friends we do not have to really think of how we talk or look because friends usually have things in common—for example, their age, where they live, and their life styles. However, a person never knows when a surprising moment will arise when the way we look or act will affect our future.

II. Role-play situation:
Let's make believe that the school superintendent is in the school today for a meeting. After the meeting he/she plans to stop in our classroom to visit. While visiting he/she also plans to casually mention a future opening for a job as assistant principal. When the superintendent stops by, he/she finds me like this (teacher then messes up his/her personal appearance and materials on the desk to illustrate total disorganization).

LEARNING ACTIVITIES:

Have students participate in discussion on the importance of personal neatness and orderliness. The following questions are suggested for discussion:

1. Why is it important to have personal neatness?
2. Why is it important to maintain orderly papers and materials at work and at home?
3. Is it helpful to keep a calendar of "things to do" on specific dates and times? Why?
4. Is it important for a worker to have well-kept tools and know where they are? Why?
5. Students will complete Employability Activity #1: CIRCLE-THE-WORDS PUZZLE.

EVALUATION:

1. Students will maintain a "to do" list for 1 week and practice orderliness of school supplies and materials.
2. Students will list three reasons why being disorderly is undesirable.
3. Students will discuss the vocabulary words in Employability Activity #1: CIRCLE-THE-WORDS PUZZLE.

Employability Activity #1

CIRCLE-THE-WORDS PUZZLE

Find and circle the word in the lines below. Each word has between 4 and 12 letters. The starred (*) numbers mean the words are spelled backwards.

1. X O S P E C I F I C Y M T S R
2. F I L E B R D A L H F B K L D
*3. A E F S E L I P N N A D Z O J
4. N I C T P C A V S L O P P Y L
5. Q E S T A B L I S H T Q S T I
*6. K L E R U T C U R T S E C P E
7. I A S B V M A I N T A I N R D
8. L C H A O T I C D S E I V N C
*9. V T R D B W D R A Z A H P A H
10. E C C L E A N E D W N A H D J
11. L G P S Y S T E M A T I C E G
*12. Y S S E M B F U J B B L E T N
13. S T D I O R G A N I Z E D H Q
14. G Y O A P P E A R A N C E L U
*15. D S R V N M N R E T T A P Q A
16. T H O R O U G H N E S S T D B
17. H D B J G C A L E N D A R C L
*18. L L E D Y F B R D E N N A L P
19. Q P R E P A R E D Q M N S B X
20. N C S I M P R E S S I O N G F
*21. M Z D Y T I L A U Q P L F S K
22. R B Q O R D E R L I N E S S Q
23. A R R A N G E D C F A E W F L
24. R P T I D Y N E S S Z I R F N
*25. Q M D E N E T H G I A R T S Z

Name______________________

Employability Activity #1—Answers

CIRCLE-THE-WORDS PUZZLE

Find and circle the word in the lines below. Each word has between 4 and 12 letters. The starred (*) numbers mean the words are spelled backwards.

1. X O S P E C I F I C Y M T S R
2. F I L E B R D A L H F B K L D
*3. A E F S E L I P N N A D Z O J
4. N I C T P C A V S L O P P Y L
5. Q E S T A B L I S H T Q S T I
*6. K L E R U T C U R T S E C P E
7. I A S B V M A I N T A I N R D
8. L C H A O T I C D S E I V N C
*9. V T R D B W D R A Z A H P A H
10. E C C L E A N E D W N A H D J
11. L G P S Y S T E M A T I C E G
*12. Y S S E M B F U J B B L E T N
13. S T D I O R G A N I Z E D H Q
14. G Y O A P P E A R A N C E L U
*15. D S R V N M N R E T T A P Q A
16. T H O R O U G H N E S S T D B
17. H D B J G C A L E N D A R C L
*18. L L E D Y F B R D E N N A L P
19. Q P R E P A R E D Q M N S B X
20. N C S I M P R E S S I O N G F
*21. M Z D Y T I L A U Q P L F S K
22. R B Q O R D E R L I N E S S Q
23. A R R A N G E D C F A E W F L
24. R P T I D Y N E S S Z I R F N
*25. Q M D E N E T H G I A R T S Z

Reading Activity #1

Vocabulary: **organized, orderliness**

A PLACE FOR EVERYTHING

"Come on, Sheila, One minute of our lunch hour is gone already."

"I'll be with you in a second, Ann. Just as soon as I find that letter for Mr. Johnson." Sheila stood behind her desk. She picked up a handful of papers. She put them down and picked up another handful.

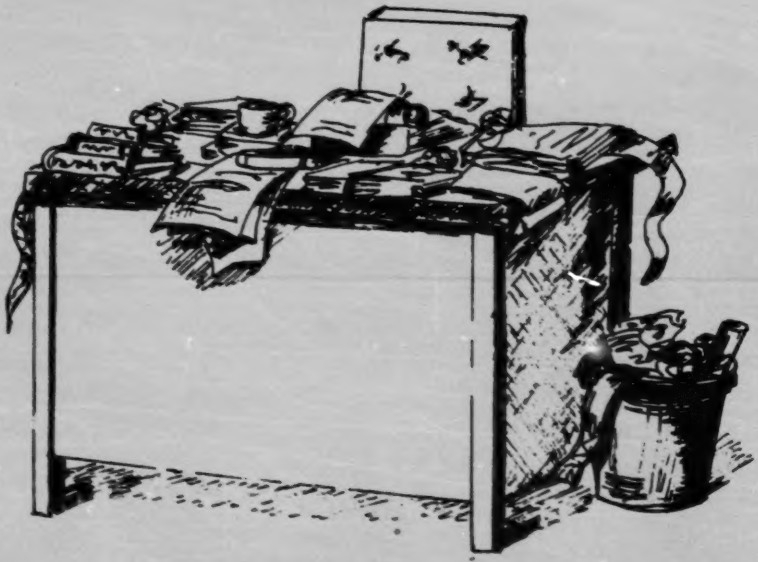
"What am I going to do?" she thought. Mr. Johnson had been asking for that letter for a week. She kept telling him she'd have it ready tomorrow, and tomorrow, and tomorrow. This morning he seemed kind of angry so she told him she'd have it by lunch.

The only trouble was she had no idea what she had done with the letter! She knew she hadn't thrown it away. But there were so many papers on her desk, she just couldn't find it.

What would Mr. Johnson say when she told him the letter was lost?

"Ann, what am I going to do?" Sheila cried. "If I don't find that letter, Mr. Johnson is going to kill me!"

Ann looked at the desk. There were papers all over it. There were even some papers on the floor. She shook her head. "I hate to sound like your mother, Sheila, but if you were organized you wouldn't have this problem. I'm surprised you can even find your *typewriter* in this mess! You know the old saying . . . a place for everything and everything in its place. I'd like to help you, but I want to get something to eat. Can I bring you back a sandwich?"



Sheila sighed, "No thanks. I don't think I'll be very hungry after I talk to Mr. Johnson."

Name______________________________

Reading Activity #1 continued

How well did you read? Complete the following sentences by checking the correct blank.

1. Sheila's boss was angry because
   a. ________ Sheila was late for work.
   b. ________ Sheila still hadn't given him the letter.
   c. ________ Sheila hadn't cleaned her desk.

2. Sheila
   a. ________ was afraid she had thrown the letter away.
   b. ________ thought Ann might have the letter.
   c. ________ knew the letter was on her desk somewhere.

3. Sheila's desk
   a. ________ was covered with papers.
   b. ________ was neat and orderly.
   c. ________ had only a few piles of papers on it.

Write what each of these words means.

1. Organized ____
2. Orderliness ____

Fill in the blanks to complete the paragraph below.

Sheila couldn't find the letter her boss wanted. Every ________ she told him she ________ have it tomorrow. This ________ her boss had looked ________. She told him she ________ have the letter by ________. Now it was lunch time but ________ still couldn't find it. Ann ________ to go to ________. She could not wait ________ Sheila. She said she ________ surprised Sheila could even ________ her typewriter. There were ________ all over Sheila's desk. There ________ even some papers on the ________. Ann said, "A place for everything and everything in its place."

________________________ Name

Reading Activity #1 continued

Think about it.

1. Did Sheila's boss have a right to be angry? Why?

2. How do you think Sheila's desk got to be so messy?

3. How do you think Sheila could keep the situation from happening again?

Name______________________________

Reading Activity #1—Answers

How well did you read? Complete the following sentences by checking the correct blank.

1. Sheila's boss was angry because
   a. ______ Sheila was late for work.
   b. __✓__ Sheila still hadn't given him the letter.
   c. ______ Sheila hadn't cleaned her desk.

2. Sheila
   a. ______ was afraid she had thrown the letter away.
   b. ______ thought Ann might have the letter.
   c. __✓__ knew the letter was on her desk somewhere.

3. Sheila's desk
   a. __✓__ was covered with papers.
   b. ______ was neat and orderly.
   c. ______ had only a few piles of papers on it.

Write what each of these words means.

1. Organized prepared, planned, arranged
2. Orderliness neatness, tidiness

Fill in the blanks to complete the paragraph below.

Sheila couldn't find the letter her boss wanted. Every time she told him she would have it tomorrow. This time her boss had looked angry. She told him she would have the letter by lunch. Now it was lunch time but she still couldn't find it. Ann wanted to go to lunch. She could not wait for Sheila. She said she was surprised Sheila could even find her typewriter. There were papers all over Sheila's desk. There were even some papers on the floor. Ann said, "A place for everything and everything in its place."

Reading Activity #1—Answers continued

Think about it.

1. Did Sheila's boss have a right to be angry? Why?

Yes: he had been asking for the letter for a week.

2. How do you think Sheila's desk got to be so messy?

No organization, no system

3. How do you think Sheila could keep the situation from happening again?

Keep a permanent place for each item.
Be organized.

Math Activity #1

Vocabulary: **overtime, file cabinet, straightening, sort**

This activity will give you practice with multiplication and division.

(Show all of your work in the space provided.)

1. If it takes Sheila 11½ minutes to find one lost letter, how long will it take her to find eight lost letters?

2. Sheila gets paid $3.60 per hour. Using your answer from question #1, find out how much she was paid to look for lost letters.

3. One of Sheila's jobs is to sort the mail. She can usually sort 40 pieces of mail in 15 minutes. On Monday there were 120 pieces of mail. How long would it take Sheila to sort that amount of mail?

______________________________Name

Math Activity #1 continued

4. Ann keeps her desk tidy by keeping papers in file folders. Each file folder will neatly hold about 85 pieces of paper. Ann has 12 folders in the top drawer of her file cabinet.

   a. How many pieces of paper would this be?

   b. If Ann has 3,825 pieces of paper in her file drawer, how many file folders does she use?

5. Sheila is paid $3.60 per hour and works 35 hours a week. If she works more than 35 hours, she is paid overtime. Overtime is 1½ times her usual pay.

   a. How much would she be paid for 1 hour of overtime?

   b. Sheila had to work overtime 4 hours last week, hunting for lost letters and straightening her file drawers. How much was she paid in overtime last week?

   c. How much did she earn all together last week?

Name______________________________________

Math Activity #1—Answers

Vocabulary: **overtime, file cabinet, straightening, sort**

This activity will give you practice with multiplication and division.

(Show all of your work in the space provided.)

1. If it takes Sheila 11½ minutes to find one lost letter, how long will it take her to find eight lost letters?

$$\begin{array}{r} 11\tfrac{1}{2} \\ \times 8 \\ \hline \boxed{92 \text{ minutes}} \end{array}$$

2. Sheila gets paid $3.60 per hour. Using your answer from question #1, find out how much she was paid to look for lost letters.

$$\begin{array}{r} .06 \\ 60\overline{)\$3.60} \end{array} \qquad \begin{array}{r} 92 \\ \times .06 \\ \hline \boxed{\$5.52} \end{array}$$

3. One of Sheila's jobs is to sort the mail. She can usually sort 40 pieces of mail in 15 minutes. On Monday there were 120 pieces of mail. How long would it take Sheila to sort that amount of mail?

$$\begin{array}{r} 3 \\ 40\overline{)120} \end{array} \qquad \begin{array}{r} 15 \\ \times 3 \\ \hline \boxed{45 \text{ minutes}} \end{array}$$

Math Activity #1—Answers continued

4. Ann keeps her desk tidy by keeping papers in file folders. Each file folder will neatly hold about 85 pieces of paper. Ann has 12 folders in the top drawer of her file cabinet.

   a. How many pieces of paper would this be?

   85 pieces of paper
   x 12
   1,020 pieces

   b. If Ann has 3,825 pieces of paper in her file drawer, how many file folders does she use?

   45 folders
   85 | 3825

5. Sheila is paid $3.60 per hour and works 35 hours a week. If she works more than 35 hours she is paid overtime. Overtime is 1½ times her usual pay.

   a. How much would she be paid for 1 hour of overtime?

   3.60
   x 1.5
   $5.40

   b. Sheila had to work overtime 4 hours last week, hunting for lost letters and straightening her file drawers. How much was she paid in overtime last week?

   5.40
   x 4
   $21.60

   c. How much did she earn all together last week?

   3.60
   x 35
   126.00 regular pay
   21.60 overtime
   $147.60

SS2 LESSON: PERSONAL ORGANIZATION (II): KEEPING A FILE

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. State the importance of keeping personal papers.
2. Sort and file school and personal papers in an orderly manner.

RESOURCES:

Required: 1. Employability Activity #2: QUESTIONS AND PROBLEMS

Optional: 1. Sample file folders with categories for important papers (tax forms, check stubs, insurance papers)
2. Sample insurance forms, tax records

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Demonstration

CONTENT OUTLINE:

I. Introduction:
It is very often necessary to maintain and keep important papers that we accumulate in our lives. Often we must refer to these papers for business matters, for tax purposes, or when someone gets married or dies.

II. Discussion:
What papers are important and why?
- A. Important papers:
    1. Check stubs
    2. Car papers: title, registration, insurance
    3. Insurance papers
    4. I.R.S. forms
    5. Others: guarantees, warranties
- B. Why? (relate to A, respectively):
    1. To keep a record of payment
    2. To make sure car has been insured or to be used when car is sold
    3. To be used if you are injured or die
    4. To keep a record for tax purposes
    5. To prove and warrant ownership or repairs

III. Demonstration:
- A. Different filing systems:
    1. File cabinet
    2. Cardboard box
    3. Index card box
    4. Safety deposit box at bank

B. Different filing systems:
   1. By year
   2. By month
   3. By category
   4. Alphabetically
   5. Combination

C. Advantages/disadvantages of:
   1. Neat files: accurate records
   2. Unkept files: lost papers, lack of proof

LEARNING ACTIVITIES:

Have students:

1. Sort and file various personal papers.
2. Discuss the necessity of keeping important papers.
3. Discuss which papers are important.
4. Discuss situations when records must be accessible.
5. Work through Employability Activity #2: QUESTIONS AND PROBLEMS as a group or individually.

EVALUATION:

1. Students will sort and file school/personal papers properly.
2. Students will list five reasons for maintaining personal files.
3. Students will identify five important personal papers and state why they should be filed.

Employability Activity #2

QUESTIONS AND PROBLEMS

1. Tom owes $10 to Mike, who lives 30 miles from Tom. The money is sent to Mike in a letter that was folded around two $5 bills. Mike said he never got the letter or the money. What should Tom do?

2. Lottie bought two dresses from a company in Chicago by ordering from a mail-order catalog. She sent the money by check with the order. The company wrote Lottie that they got the order but no check was in the envelope. What should Lottie do?

3. Oscar owed a store for five items, all charged at different times. These were the bills: $6.21, $9.13, $4.40, $22.73, and $17.62. What was the total? Oscar could not pay for all of this at once, so what should he do? How can he get proof if he pays any amount by cash? How would you pay?

Name____________________________________

Employability Activity #2 continued

4. Ken and Mabel sent their 10-year-old daughter downtown one day to take a check to a store for some medicine that Mabel had ordered by telephone. The girl got to the store but had lost the check on the way. What should she do? Should the parents look for the check or just say, "Oh, well, we can just make out another check?" What if a stranger finds the check?

5. Margaret sent her mother $25 by money order in a letter. Her mother says the letter never got to her. What should Margaret do with the little stub from the money order?

6. Cal paid $18.20 in cash to Ron for a part of an engine that he bought. When he asked Ron for a receipt, Ron replied, "Why should I go to that trouble? My hands are cold. Man, it's ten below out here! We both know it's paid. Why bother?" Should Cal just forget about it?

______________________________ Name

Employability Activity #2 continued

7. Joe ordered a magazine for one year. He sent the right amount by a personal check in a letter. The magazine started coming, but in one month Joe got another bill for the year's cost and the canceled check had not returned from the bank. What should Joe do? Would it help to call his bank?

8. Dan and Selma made a large contribution to their church by personal check. When the check came back from the bank it was put in a shoe box along with other important papers. This box was in a closet on a shelf, but mice got in there and chewed up most of this check and some other papers.

   The Internal Revenue Service representative checked this couple's report and wanted to know if this much money was really given to the church. How could they prove it? The representative said that if they could not prove it, they owed more taxes.

9. Lila Mae owed a store for a dress she bought three weeks before. She went in one day and paid it by cash. The receipt paper she got she thought she put in a drawer at home, but in a few weeks she could not find it. The store had written and said she still owed for the dress. Should she pay twice?

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Name______________________________

Employability Activity #2—Answers

QUESTIONS AND PROBLEMS

1. Tom owes $10 to Mike, who lives 30 miles from Tom. The money is sent to Mike in a letter that was folded around two $5 bills. Mike said he never got the letter or the money. What should Tom do?

Tom should put a tracer on the letter through the Post Office.

2. Lottie bought two dresses from a company in Chicago by ordering from a mail-order catalog. She sent the money by check with the order. The company wrote Lottie that they got the order but no check was in the envelope. What should Lottie do?

Lottie should put a stop payment on the check through her bank.

3. Oscar owed a store for five items, all charged at different times. These were the bills: $6.21, $9.13, $4.40, $22.73, and $17.62. What was the total? Oscar could not pay for all of this at once, so what should he do? How can he get proof if he pays any amount by cash? How would you pay?

$6.21
9.13
4.40
22.73
17.62
$60.09

Oscar should pay part of the bill.

Oscar should ask for a receipt if he pays by cash.

It is good to pay by check and thus have the cancelled check.

4. Ken and Mabel sent their 10-year-old daughter downtown one day to take a check to a store for some medicine that Mabel had ordered by telephone. The girl got to the store but had lost the check on the way. What should she do? Should the parents look for the check or just say, "Oh, well, we can just make out another check?" What if a stranger finds the check?

The little girl should call her parents so that they can stop payment on the check. This would make the check useless.

Employability Activity #2—Answers continued

5. Margaret sent her mother $25 by money order in a letter. Her mother says the letter never got to her. What should Margaret do with the little stub from the money order?

Margaret should take the stub and get a new money order issued.

6. Cal paid $18.20 in cash to Ron for a part of an engine that he bought. When he asked Ron for a receipt, Ron replied, "Why should I go to that trouble? My hands are cold. Man, it's ten below out here! We both know it's paid. Why bother?" Should Cal just forget about it?

Cal should explain that he needs the receipt for his records and insist on receiving one.

7. Joe ordered a magazine for one year. He sent the right amount by a personal check in a letter. The magazine started coming, but in one month Joe got another bill for the year's cost and the canceled check had not returned from the bank. What should Joe do? Would it help to call his bank?

Joe should contact the bank to see if the check has been cancelled. If the bank has the check, ask for a copy.

8. Dan and Selma made a large contribution to their church by personal check. When the check came back from the bank it was put in a shoe box along with other important papers. This box was in a closet on a shelf, but mice got in there and chewed up most of this check and some other papers.

The Internal Revenue Service representative checked this couple's report and wanted to know if this much money was really given to the church. How could they prove it? The representative said that if they could not prove it, they owed more taxes.

Dan and Selma should ask their church for a receipt since they will have a record. They should come up with a better filing system.

9. Lila Mae owed a store for a dress she bought three weeks before. She went in one day and paid it by cash. The receipt paper she got she thought she put in a drawer at home, but in a few weeks she could not find it. The store had written and said she still owed for the dress. Should she pay twice?

Lila Mae should explain what happened to the store but not pay twice.

Source: Adapted from *Life Today* by V.K. Williams, 1969, pp. 188, 189. Copyright 1974 Mafex Associates, Inc. Reprinted by permission.

Reading Activity #2

Vocabulary: **warranty, steering mechanism, garage**

FILE IT!

Monday

"Hey, John! When are you going to let me behind the wheel of that hot new car of yours?"

"How about right now?" John laughed.

Tom got in the driver's seat. The car roared off down the street.

"You know, my car really isn't so new anymore," John said. "I've had it for more than a year now."

"That means your warranty is up. Now if anything goes wrong you must pay for it. Have you had any trouble?" Tom asked.

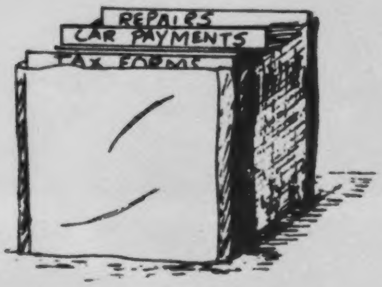
John shrugged. "Not really. I did tell the man at the garage that it seems to pull to the left."

"Yeah, I can feel it," Tom said. "Maybe you should get it checked again."

Tuesday

"What do you mean it needs a new steering mechanism?" John said angrily.

"Listen, buddy. Don't get excited. I'm just telling you what I know. And I know that your car needs a new steering mechanism." Pete, the man at the garage, shrugged. "Plain and simple."



John shook his head. "Three months ago I had the car checked at this garage. I told the man who worked here then about the steering problem. He said nothing was wrong. Now that my warranty is up, the car needs a new steering mechanism!"

"Relax, buddy," Pete said. "Just bring in the paper the man gave you when he checked your car. It should show that you had the steering checked then. We'll fix it for free. But you've got to show us that paper."

______________________________Name

Reading Activity #2 continued

Tuesday Night

"Tom, what am I going to do?" John asked. "I don't know where that paper is!"

"Don't you have a place where you keep things like that?" Tom asked.

"Well, most of the time I just put stuff I want to keep in my desk drawer," John said. "But I don't know if that's what I did with that car paper."

"Listen, John," Tom said. "You can't just throw important papers in some old desk drawer! You need to start a file for things like that."

"A file! Those things cost money!" John cried.

"You don't have to buy one," Tom said. "You can make one. Just get a good sturdy carton. Get some pieces of cardboard. On each piece of cardboard write things like Car Papers, Tax Forms—things like that."

"It seems like a pain in the neck," John said.

"Not as much of a pain in the neck as paying out over $100 to get your car fixed!"

Tom made a list for John of things to put in his file. Cross out the ones that don't belong in a file of important papers.

Car title, warranties, etc.
Tax forms
Old pictures
Insurance forms
Baseball cards
Canceled checks

Name______________________________

Reading Activity #2 continued

How well did you read? Complete the following sentences by checking the correct blank.

1. John said his car wasn't new anymore because
   a. __________ it didn't steer right.
   b. __________ it was over a year old.
   c. __________ he was letting Tom drive it.

2. When your warranty on something is up it means
   a. __________ you must pay for repairs.
   b. __________ nothing can go wrong.
   c. __________ the garage will pay for repairs.

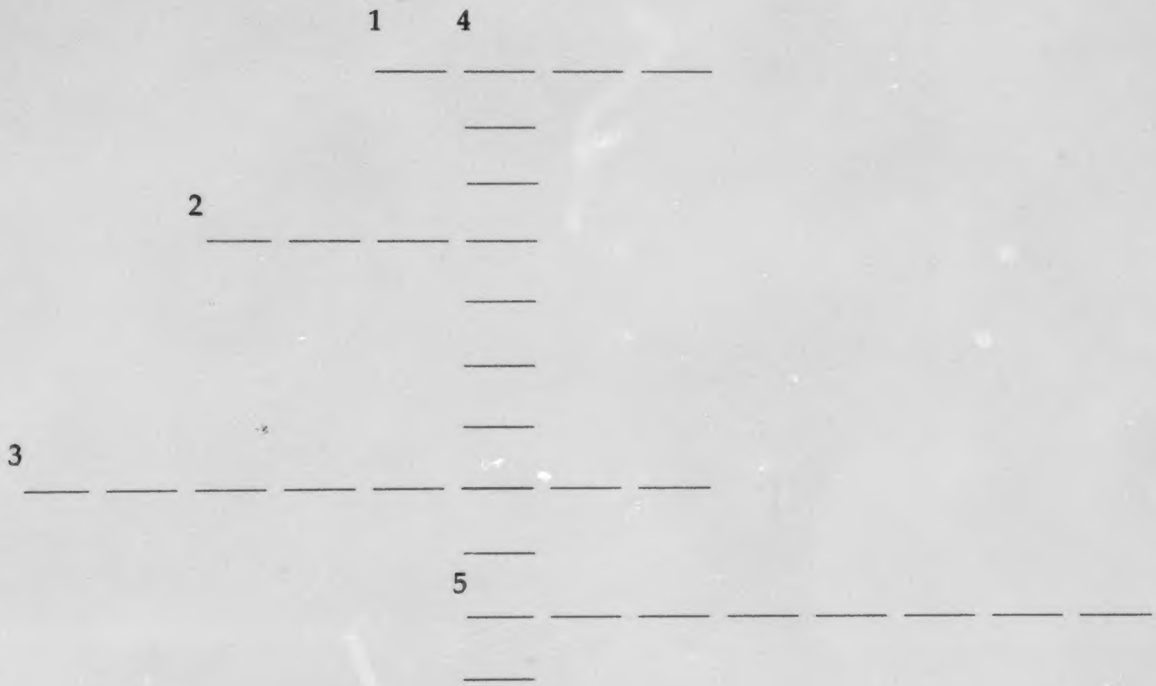
3. When John's car was fixed a few months ago
   a. __________ the man put in a new steering mechanism.
   b. __________ the man charged him too much.
   c. __________ the man said nothing was wrong.

______________________________Name

Reading Activity #2 continued

Use the clues below to help you fill in the blanks with words from the story.

1. *His* car wasn't working right.
2. *Place* to keep important papers.
3. *Paper* stating how long an item you buy should work without any problems.
4. Word that means *neat* and *organized*.
5. The *part* that was broken on the boy's car.



Name______________________________

Reading Activity #2 continued

Write what each of these words means.

1. Warranty ____________________

2. File ____________________

Think about it.

Why will the garage fix the car for free if John brings in the paper?

____________________Name

Reading Activity #2—Answers

Tom made a list for John of things to put in his file. Cross out the ones that don't belong in a file of important papers.

Car title, warranties, etc.
Tax forms
Old pictures
Insurance forms
Baseball cards
Canceled checks

How well did you read? Complete the following sentences by checking the correct blank.

1. John said his car wasn't new anymore because
   a. ______ it didn't steer right.
   b. ___✓___ it was over a year old.
   c. ______ he was letting Tom drive it.

2. When your warranty on something is up it means
   a. ___✓___ you must pay for repairs.
   b. ______ nothing can go wrong.
   c. ______ the garage will pay for repairs.

3. When John's car was fixed a few months ago
   a. ______ the man put in a new steering mechanism.
   b. ______ the man charged him too much.
   c. ___✓___ the man said nothing was wrong.

Reading Activity #2—Answers continued

Use the clues below to help you fill in the blanks with words from the story.

1. *His* car wasn't working right.
2. *Place* to keep important papers.
3. *Paper* stating how long an item you buy should work without any problems.
4. Word that means *neat* and *organized.*
5. The *part* that was broken on the boy's car.

				1 J	4 O	H	N					
					R							
					D							
		2 F	I	L	E							
					R							
					L							
					I							
3 W	A	R	R	A	N	T	Y					
					E							
					5 S	T	E	E	R	I	N	G
					S							

Reading Activity #2—Answers continued

Write what each of these words means.

1. Warranty guarantee, promise
2. File a box or drawer for important papers

Think about it.

Why will the garage fix the car for free if John brings in the paper?

Because it guaranteed that the job had been done correctly.

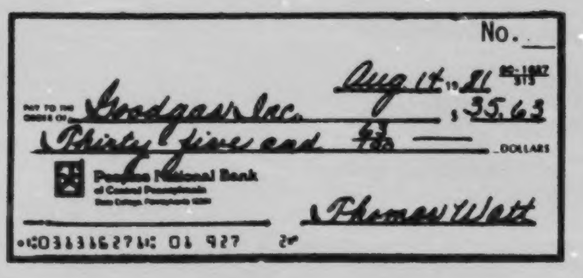
SS2 LESSON: PERSONAL ORGANIZATION (II): KEEPING A FILE

Math Activity #2

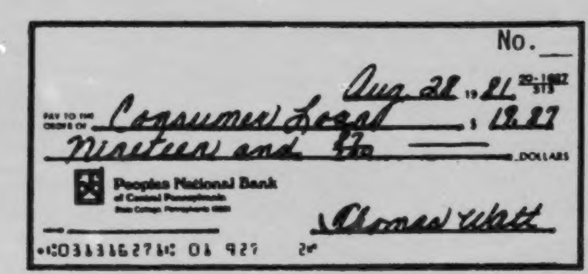
Vocabulary: **checking accounts, canceled checks, balancing, payment**

This activity will give you practice with putting checks in order and adding and subtracting in a checking account.

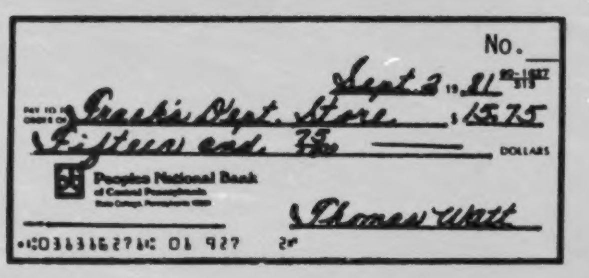
Tom now keeps all his checks in a file. Below are eight checks that he filed for the months of August and September. Look at each one carefully. Then use them to answer the questions that follow.



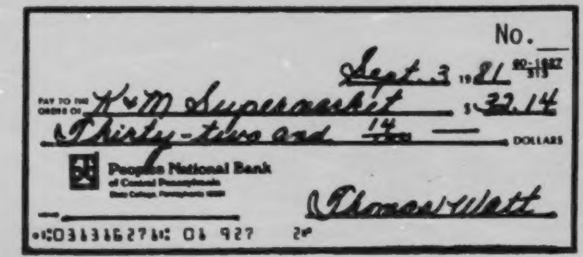
No. __
Aug 14, 19 81 60-1827/313
PAY TO THE ORDER OF Goodyear Inc. $ 35.63
Thirty-five and 63/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



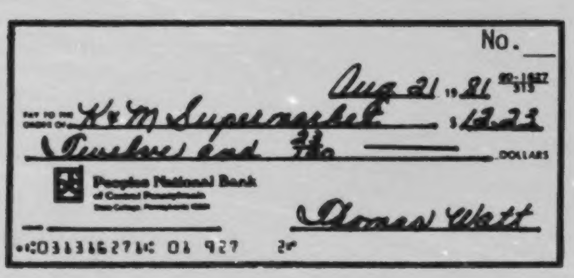
No. __
Aug 28, 19 81 60-1827/313
PAY TO THE ORDER OF Consumers Loan $ 19.27
Nineteen and 27/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



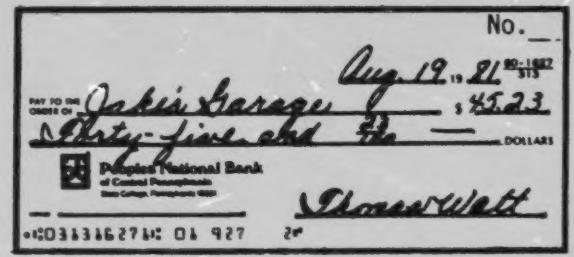
No. __
Sept 2, 19 81 60-1827/313
PAY TO THE ORDER OF Grack's Dept. Store $ 15.75
Fifteen and 75/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



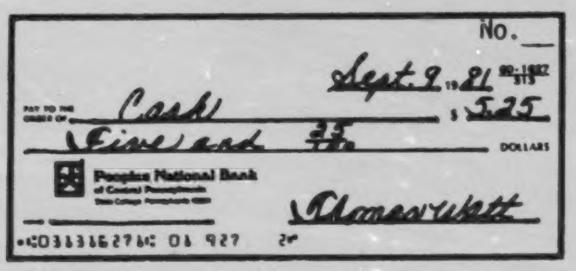
No. __
Sept. 3, 19 81 60-1827/313
PAY TO THE ORDER OF K&M Supermarket $ 32.14
Thirty-two and 14/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



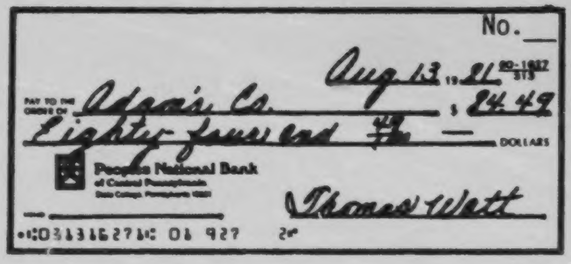
No. __
Aug 21, 19 81 60-1827/313
PAY TO THE ORDER OF K&M Supermarket $ 12.23
Twelve and 23/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



No. __
Aug 19, 19 81 60-1827/313
PAY TO THE ORDER OF Oakie's Garage $ 45.23
Forty-five and 23/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



No. __
Sept. 9, 19 81 60-1827/313
PAY TO THE ORDER OF Cash $ 5.25
Five and 25/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"



No. __
Aug 13, 19 81 60-1827/313
PAY TO THE ORDER OF Adam's Co. $ 84.49
Eighty-four and 49/100 —— DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2"

____________________ Name

Math Activity #2 continued

Try the following problems.

(Show all of your work in the space provided.)

1. Once a month Tom's bank sends him the canceled checks (checks already cashed). Before balancing his checkbook, Tom knows it is a good idea to put the checks in order by their dates. Put a 1 in the upper right-hand corner of the check he wrote first, a 2 on the second check, and so on.

2. What is the number of the check written for the largest amount? The smallest amount?

3. Of the eight checks Tom wrote, how much did he pay to the K & M Supermarket?

4. How much money did Tom pay out in checks from August 14 to August 28?

Name______________________________

Math Activity #2 continued

5. On September 1, Tom had $67.49 in his checking account. How much money did he have left by September 4?

6. How much money did Tom pay out in checks during the first nine days of September?

7. Tom's total bill at Frank's Department Store was $79.34. After making his September 2 payment, how much did he owe the store?

8. Before writing his check on August 13, Tom had a balance of $306 in his checking account. How much did he have left by September 10?

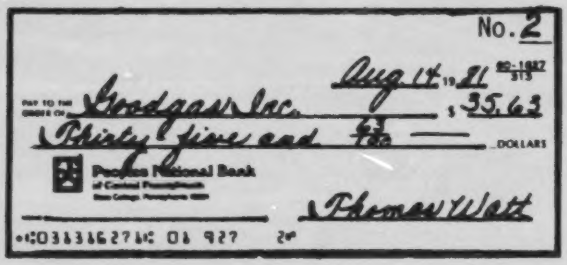
______________________ Name

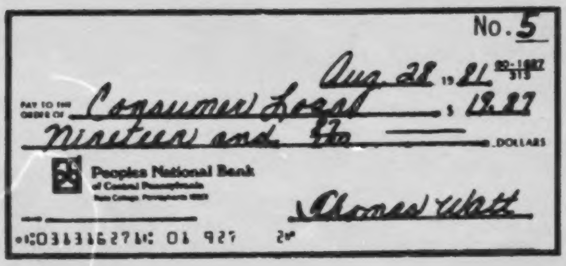
Math Activity #2—Answers

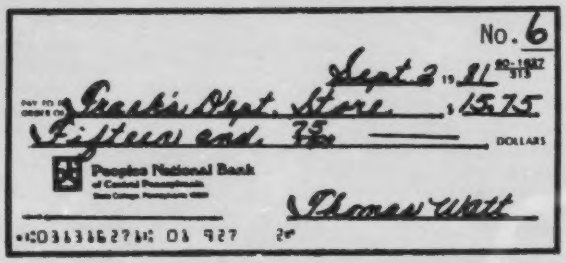
Vocabulary: **checking accounts, canceled checks, balancing, payment**

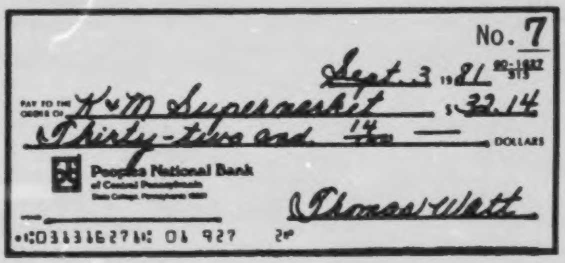
This activity will give you practice with putting checks in order and adding and subtracting in a checking account.

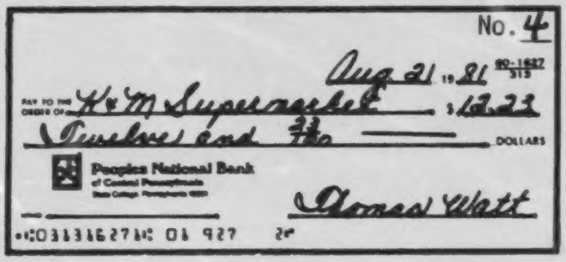
Tom now keeps all his checks in a file. Below are eight checks that he filed for the months of August and September. Look at each one carefully. Then use them to answer the questions that follow.

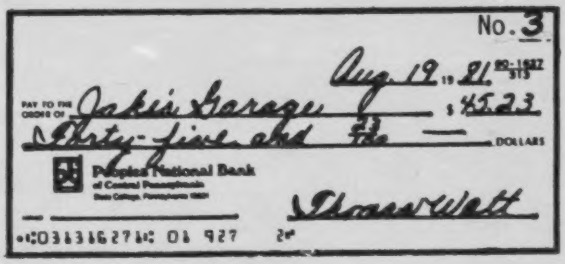

No. 2
Aug 14, 19 81 80-1827/313
Pay to the order of Goodyear Inc. $ 35.63
Thirty-five and 63/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈

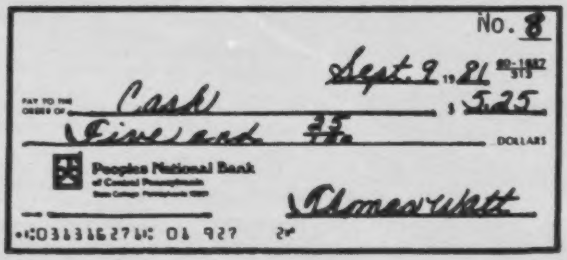

No. 5
Aug 28, 19 81 80-1827/313
Pay to the order of Consumer Loans $ 19.87
Nineteen and 87/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈

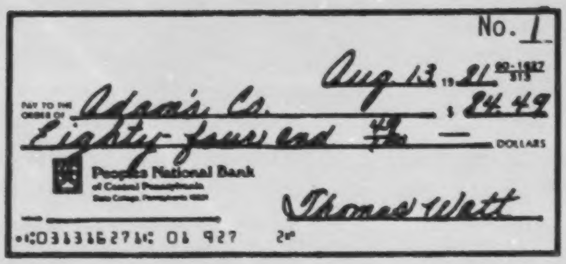

No. 6
Sept 2, 19 81 80-1827/313
Pay to the order of Frank's Dept. Store $ 15.75
Fifteen and 75/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈


No. 7
Sept 3, 19 81 80-1827/313
Pay to the order of K&M Supermarket $ 32.14
Thirty-two and 14/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈


No. 4
Aug 21, 19 81 80-1827/313
Pay to the order of K&M Supermarket $ 12.23
Twelve and 23/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈


No. 3
Aug 19, 19 81 80-1827/313
Pay to the order of Jake's Garage $ 45.23
Thirty-five and 23/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈


No. 8
Sept 9, 19 81 80-1827/313
Pay to the order of Cash $ 5.25
Five and 25/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈


No. 1
Aug 13, 19 81 80-1827/313
Pay to the order of Adam's Co. $ 84.49
Eighty-four and 49/100 DOLLARS
Peoples National Bank
of Central Pennsylvania
Thomas Watt
⑆031316271⑆ 06 927 2⑈

Math Activity #2—Answers continued

Try the following problems.

(Show all of your work in the space provided.)

1. Once a month Tom's bank sends him the canceled checks (checks already cashed). Before balancing his checkbook, Tom knows it is a good idea to put the checks in order by their dates. Put a 1 in the upper right-hand corner of the check he wrote first, a 2 on the second check, and so on.

2. What is the number of the check written for the largest amount? The smallest amount?

Largest #1 — $84.49
Smallest #8 — $ 5.25

3. Of the eight checks Tom wrote, how much did he pay to the K & M Supermarket?

32.14
12.23
$44.37

4. How much money did Tom pay out in checks from August 14 to August 28?

35.63 Aug. 14
45.23 " 19
12.23 " 21
19.87 " 28
$112.96

Math Activity #2—Answers continued

5. On September 1, Tom had $67.49 in his checking account. How much money did he have left by September 4?

Sept. 2- 15.75
" 3- 32.14
47.89

$67.49
− 47.89
$ 19.60

6. How much money did Tom pay out in checks during the first nine days of September?

Sept. 2 – 15.75
" 3 – 32.14
" 9 – 5.25
$53.14

7. Tom's total bill at Frank's Department Store was $79.34. After making his September 2 payment, how much did he owe the store?

$79.34
− 15.75
$ 63.59

8. Before writing his check on August 13, Tom had a balance of $306 in his checking account. How much did he have left by September 10?

Total of all checks — $250.59

306.00
250.59
$ 55.41

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Maintain personal grooming and hygiene in an acceptable manner.

RESOURCES:

Required: 1. Employability Activity #3: HOW WELL DO YOU RATE?

Optional: 1. Magazine and newspaper examples of female and male appearances
2. Bulletin board
3. Scissors, stapler, thumbtacks, construction paper
4. Employability Activity #3: LADDER TO SUCCESS

TEACHER DELIVERY SYSTEM:

1. Brainstorming components of good grooming
2. Complete bulletin board except pictures (optional)
3. Discussion using magazines and newspapers

CONTENT OUTLINE:

I. Introduction:
How we appear to others very often results in how people will feel about us, which in turn may affect both our personal and work life.

II. Hand out Employability Activity #3: HOW WELL DO YOU RATE?
- A. Hair
- B. Skin
- C. Cologne and makeup
- D. Hands and nails
- E. Body cleanliness
- F. Clothing
- G. Shoes
- H. Accessories
- I. Posture
- J. Expression

III. Distribute magazines and newspapers to students and have them select examples of good grooming. Have other students critique the examples.

LEARNING ACTIVITIES:

1. Have students discuss those items on Employability Activity #3: HOW WELL DO YOU RATE?
2. Divide students into groups; assign each group one of the ten checklist items to obtain applicable magazine clippings and complete Employability Activity #3: LADDER TO SUCCESS on bulletin board.

EVALUATION:

1. Students will apply personal grooming and hygiene in real life (to be measured over a period of time by observation).

Socialization Skills

Employability Activity #3

HOW WELL DO YOU RATE?

Rate yourself in each of the following areas. If you check "Good," tell why you rated yourself that way. If you check "Needs Improvement," tell how you think you could improve.

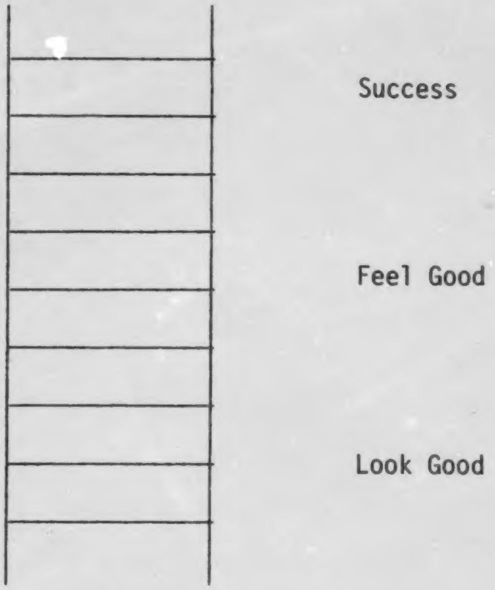
	Good	Needs Improvement
Hair		
Skin		
Cologne and Makeup		
Hands and Nails		
Body Cleanliness		
Clothing		
Shoes		
Accessories (e.g., jewelry)		
Posture		
Expression		

Name ______________________________

Employability Activity #3 continued

LADDER TO SUCCESS

(Draw on Bulletin Board)


Success
Feel Good
Look Good

Student magazine pictures go on rungs of ladder.

________________________ Name

Reading Activity #3

Vocabulary: **awkward, commercial, appearance, mentioning, manage, promotion, company**

LOOKIN' GOOD!

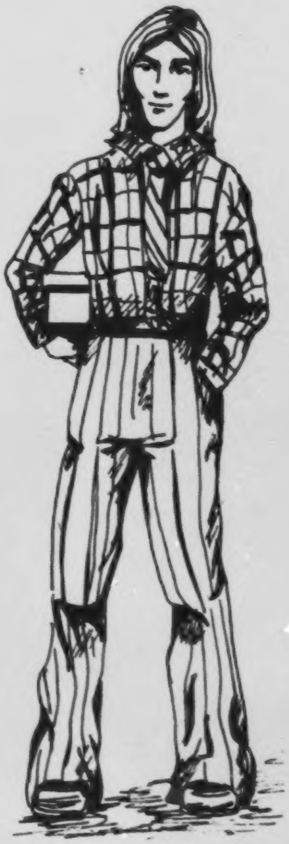
I don't know what to do. There's a young man that I work with that I really like and I don't want to hurt his feelings. My name is Janet McKenny. I'm a salesclerk. Bob Stuart is the guy I'm talking about. He's another salesperson here at the shoe store. I'd really like to tell him to do something about the way he looks. I know someone should tell him for his own good. It makes me feel awkward, though. It's like one of those mouthwash commercials.

You see, he doesn't care at all about his appearance. He's a nice guy and he thinks that what he looks like doesn't matter. Our boss, Mr. Flint, has other thoughts. He's right, too. It's hurting his sales.

Yesterday, for instance, Bob was helping two women try on shoes and they noticed his hair. When he bent down, the one looked at the other and pointed to his head. His hair is pretty long—well, he needs a haircut. But the worst thing is that he never brushes it right. Also, it's really not cut in any style. It's just sort of wild. I think it looks terrible. I guess the women did too, because they were laughing behind his back. That made me feel really bad for him.

It's hard to just walk up to someone and say, "Your hair's a mess." Really, all he needs is to keep it trimmed and wash it a little more often. Mr. Flint tells these things to me. I guess he thinks Bob will listen to me if I tell him. I've heard Mr. Flint mentioning these things to Bob, but maybe Bob thinks he's just kidding.

His hair isn't his only problem. He has clothes that aren't too bad, but he doesn't care how he wears them. He comes to work in a blue shirt, brown pants, and green socks. Or maybe he wears a plaid shirt with striped pants. I almost cracked up laughing at some of his combinations. They are all nice clothes, but he just doesn't match colors the right way. Sometimes I'll tell him and I don't think he minds. I always have to say, "Tuck in your shirt."



Name______________________________

Reading Activity #3 continued

Once in a while, whenever he does wear the right things together, I tell him how good he looks. I wish he'd get the hint.

I hate to tell him he's sloppy. Mr. Flint told me that he wanted Bob to manage this store. The company is opening a new branch and putting Mr. Flint in charge of it. Bob has been working here longer than the rest of us, but he really doesn't look like a store manager. I think he would be all right if he just made a few simple changes. I'd hate to see him miss out on a promotion.

Oh well, maybe I'll tell him this week. He asked me to go to the show on Friday. I'll tell him then. No, I think I'll tell him *Thursday*, and then see how he looks on Friday! You know, he's really pretty good looking—except for some little things.

67

______________________________Name

Reading Activity #3 continued

How well did you read? Complete the following sentences.

1. Bob's problem is that
   a. ________ he isn't a hard worker.
   b. ________ he doesn't get along with the customers.
   c. ________ he doesn't care how he looks.

2. Mr. Flint would like to give Bob a new job, but
   a. ________ he doesn't look like a manager.
   b. ________ he hasn't been working at the store long enough.
   c. ________ he isn't old enough.

Fill in the blanks to complete the paragraphs below.

Bob works in a shoe store. He's a nice ________, but he doesn't care ________ he looks. Some of ________ customers notice his appearance. ________ way he looks hurts ________ sales.

His dirty hair ________ a problem. He needs ________ haircut. He should wash ________ hair more often and ________ it before coming to ________ in the morning.

Bob's ________ are a problem, too. ________ will wear a plaid ________ with striped pants. His ________ are nice. It's too ________ he doesn't know how ________ match the colors.

Mr. ________ needs a new manager ________ the store. Bob has ________ there the longest. But ________ just doesn't look like ________ manager.

Think about it.

Who do you think should be the one to tell Bob about his appearance?

Name________________________________

Reading Activity #3—Answers

How well did you read? Complete the following sentences.

1. Bob's problem is that
   a. ______ he isn't a hard worker.
   b. ______ he doesn't get along with the customers.
   c. ___✓___ he doesn't care how he looks.

2. Mr. Flint would like to give Bob a new job, but
   a. ___✓___ he doesn't look like a manager.
   b. ______ he hasn't been working at the store long enough.
   c. ______ he isn't old enough.

Fill in the blanks to complete the paragraphs below.

Bob works in a shoe store. He's a nice __guy__, but he doesn't care __how__ he looks. Some of __our__ customers notice his appearance. __The__ way he looks hurts __our__ sales.

His dirty hair __is__ a problem. He needs __a__ haircut. He should wash __his__ hair more often and __brush__ it before coming to __work__ in the morning.

Bob's __clothes__ are a problem, too. __He__ will wear a plaid __shirt__ with striped pants. His __clothes__ are nice. It's too __bad__ he doesn't know how __to__ match the colors.

Mr. __Flint__ needs a new manager __for__ the store. Bob has __worked__ there the longest. But __he__ just doesn't look like __a__ manager.

Think about it.

Who do you think should be the one to tell Bob about his appearance?

Either the manager or a colleague.

Socialization Skills

Math Activity #3

Vocabulary: **breakfast, alarm, roommate**

This activity will give you practice with addition and subtraction.

(Show all of your work in the space provided.)

Bob often has trouble getting up in the morning. When the alarm goes off he shuts it off and goes back to sleep. His roommate gets him up by making a lot of noise.

Bob runs to the bathroom and washes his face. He puts on the first clothes he finds. No wonder he doesn't look very good.

1. Bob needs 15 minutes to shower and to wash his hair. He needs another 10 minutes to dry his hair and to style it with a hair dryer. It takes 5 minutes to shave and to brush his teeth. How much time does Bob need to do all these things?

2. Bob has to be at work by nine o'clock in the morning. It takes 40 minutes for him to walk to work. By what time must he leave his house?

3. Bob usually doesn't eat breakfast. If Bob got up ten minutes earlier, he could have cereal and juice each morning. Using your answers and the information in questions #1 and #2, figure out what time Bob must get up to have breakfast, get dressed, and walk to work.

4. Bob's boss told him to get a haircut. A wash and styled cut costs $14.25 at The Hair Loft. The barber tells Bob to buy some Hair Loft Wonder Shampoo for $3.75. If Bob pays for the cut and shampoo with a 20-dollar bill, how much change should he get back?

Name________________________________

Socialization Skills

Math Activity #3—Answers

Vocabulary: **breakfast, alarm, roommate**

This activity will give you practice with addition and subtraction.

(Show all of your work in the space provided.)

Bob often has trouble getting up in the morning. When the alarm goes off he shuts it off and goes back to sleep. His roommate gets him up by making a lot of noise.

Bob runs to the bathroom and washes his face. He puts on the first clothes he finds. No wonder he doesn't look very good.

1. Bob needs 15 minutes to shower and to wash his hair. He needs another 10 minutes to dry his hair and to style it with a hair dryer. It takes 5 minutes to shave and to brush his teeth. How much time does Bob need to do all these things?

$$\begin{array}{r} 15 \text{ minutes} \\ +10 \text{ minutes} \\ +\ 5 \text{ minutes} \\ \hline \boxed{30 \text{ minutes}} \end{array}$$

2. Bob has to be at work by nine o'clock in the morning. It takes 40 minutes for him to walk to work. By what time must he leave his house?

$\boxed{\text{8:20 A.M.}}$

3. Bob usually doesn't eat breakfast. If Bob got up ten minutes earlier, he could have cereal and juice each morning. Using your answers and the information in questions #1 and #2, figure out what time Bob must get up to have breakfast, get dressed, and walk to work.

$\boxed{\text{7:40 A.M.}}$

$$\begin{array}{l} 10 \text{ minutes earlier} \\ \underline{+\,30 \text{ minutes}} - (\text{from \#1}) \\ 40 \text{ minutes} \end{array}$$

4. Bob's boss told him to get a haircut. A wash and styled cut costs $14.25 at The Hair Loft. The barber tells Bob to buy some Hair Loft Wonder Shampoo for $3.75. If Bob pays for the cut and shampoo with a 20-dollar bill, how much change should he get back?

$$\begin{array}{r} \$14.25 \\ +\ \ 3.75 \\ \hline \$18.00 \end{array} \qquad \begin{array}{r} \$20.00 \\ -\ 18.00 \\ \hline \boxed{\$\ 2.00} \end{array}$$

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the proper attitudes that are necessary for safe driving habits.
2. Identify basic preventive maintenance techniques.

RESOURCES:

Required:
1. Employability Activity #4:
   a. YOUR RESPONSIBILITIES AS A CAR OWNER (optional transparency)
   b. INSURING YOUR CAR
   c. MAINTAINING YOUR CAR
   d. AUTOMOBILE OWNERS MANUAL

Optional:
1. Driver Education Teacher
2. Police Officer or State Police Official
3. Insurance Adjustor
4. Mechanic
5. Oil Company Brochures
6. State Driving Manual
7. Auto Mechanics Instructor
8. Film on Safe Driving

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Guest speaker(s)

CONTENT OUTLINE:

I. Introduction:
Most automobile accidents involve people in the 16- to 25-year age-group. It is most essential that safe driving habits be practiced at all times. This lesson will also give you an understanding of some things you can do to save money by taking care of your own car.

II. Proper driving methods (and how they relate to accidents if not followed):
   A. Laws
   B. Courtesy
   C. Techniques

III. Responsibilities of the owner/driver of the car:
   A. Condition of car/tires
   B. Insurance needed—Employability Activity #4: INSURING YOUR CAR
      1. Kinds of coverage

IV. General car maintenance (oil, tire pressure, radiator, battery)—Employability Activity #4: MAINTAINING YOUR CAR

LEARNING ACTIVITIES:

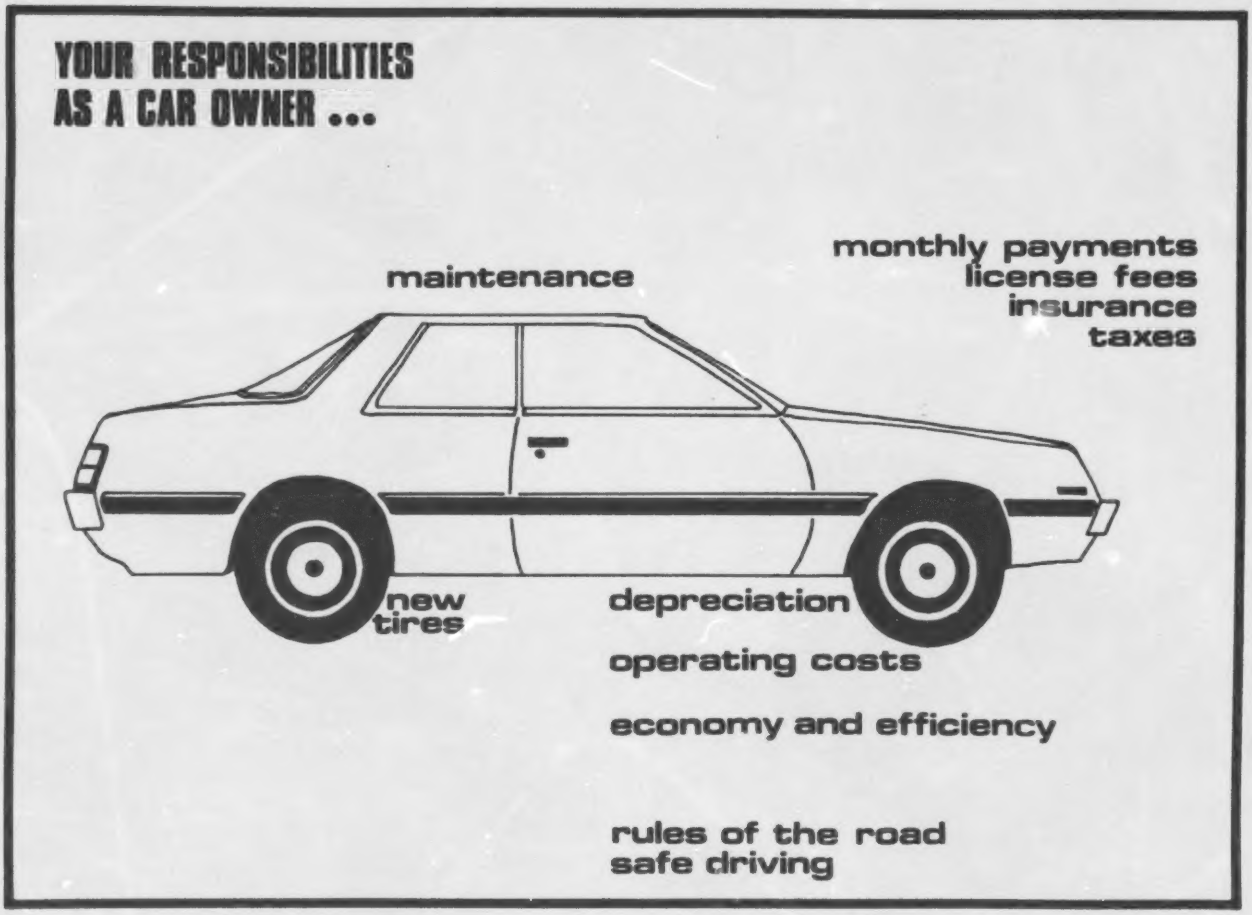
1. Class discussion
2. Questions/answers

EVALUATION:

1. Students will give three causes of automobile accidents.
2. Students will list four items in general maintenance of automobiles.
3. Students will identify types of automotive insurance.
4. Students will list five safety features found on modern automobiles.

Employability Activity #4

YOUR RESPONSIBILITIES AS A CAR OWNER


YOUR RESPONSIBILITIES AS A CAR OWNER ...
maintenance
monthly payments
license fees
insurance
taxes
new tires
depreciation
operating costs
economy and efficiency
rules of the road
safe driving

Source: Adapted from *America on Wheels: Yesterday, Today and Tomorrow* by Motor Vehicle Manufacturers Association of the United States, Inc. Copyright 1979. Reprinted by permission.

Name____________________________________

Employability Activity #4

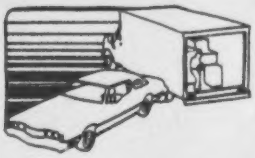
INSURING YOUR CAR

Before you buy your car, you should know how much insurance will cost. Few motorists are in a position to pay outright for the full costs of a serious accident: repair bills for your own as well as the other's car; medical bills for the injured; property damage, and so on. That's why people buy car insurance. Many states in fact, recognizing the need for motorists to assume responsibility if they are judged liable in an automobile accident, have instituted a "financial responsibility" law that requires motorists either to insure their vehicles or post a bond.

One of the problems in buying insurance is learning the various kinds. We have listed six kinds of coverage below. We have also suggested six events that might happen in your driving career when you would be glad you have each kind of insurance. Your problem is to figure out which kind of coverage you will need to help you in each event. Write its name on the line after the event.

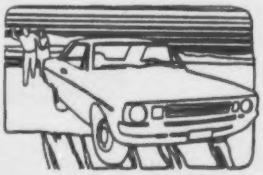
Kinds of coverage:

COLLISION,
COMPREHENSIVE,
MEDICAL PAYMENT,
UNINSURED MOTORIST,
TOWING SERVICE,
LIABILITY



You back into a moving van and crush a refrigerator, a box of pots and pans, and a wingback chair. One of the mover's hands is caught and a finger is broken. You are responsible for all charges.

____



You and your main date park the car on a hill overlooking Moonlight Bay. While you're out of the car watching for shooting stars, the brakes fail and the car crashes into a culvert. Your insurance pays for all but 100 dollars' worth of damage to your car.

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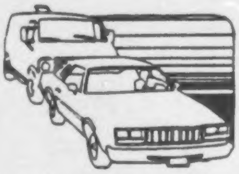
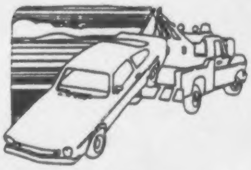


You are hit in the rear end on your way to your Saturday pottery class by a van of touring vagabonds. They have no liability coverage.

____

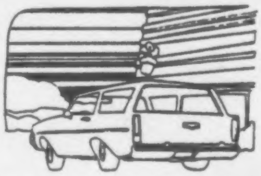


While driving to a bluegrass festival in the country, your car breaks down. Your insurance covers the cost of moving the car to a service station.

____

While riding your bike in the park you are struck head-on by a speeder. Although your face is battered a little, the plastic surgeon makes you so good-looking that you are able to get a job on network TV. Now you're a teen-age idol. And your insurance pays for the plastic surgeon. You discover that the same insurance would pay expenses — even burial — for you and your passengers if you had been in an accident in which you were at fault.

____



Mrs. Wentworth Worthington accidentally knocks a pot of geraniums off the balcony of her high rise apartment. The geranium puts a splendid dent in the roof of your car, parked 27 floors below. Your insurance not only pays all repairs; it also covers you for fire, theft, vandalism, floods, lightning, earthquake, explosions, riots, missiles, collision with animals and the like. This inexpensive insurance is even less expensive if you have a deductible clause.

____

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______________________ Name

Employability Activity #4—Answers

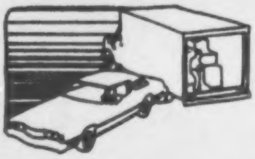
INSURING YOUR CAR

Before you buy your car, you should know how much insurance will cost. Few motorists are in a position to pay outright for the full costs of a serious accident: repair bills for your own as well as the other's car; medical bills for the injured; property damage, and so on. That's why people buy car insurance. Many states in fact, recognizing the need for motorists to assume responsibility if they are judged liable in an automobile accident, have instituted a "financial responsibility" law that requires motorists either to insure their vehicles or post a bond.

One of the problems in buying insurance is learning the various kinds. We have listed six kinds of coverage below. We have also suggested six events that might happen in your driving career when you would be glad you have each kind of insurance. Your problem is to figure out which kind of coverage you will need to help you in each event. Write its name on the line after the event.

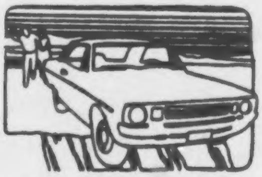
Kinds of coverage:

COLLISION,
COMPREHENSIVE,
MEDICAL PAYMENT,
UNINSURED MOTORIST,
TOWING SERVICE,
LIABILITY



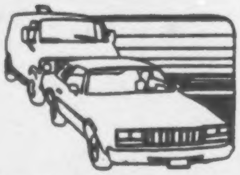
You back into a moving van and crush a refrigerator, a box of pots and pans, and a wingback chair. One of the mover's hands is caught and a finger is broken. You are responsible for all charges.

LIABILITY



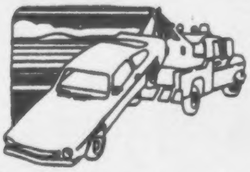
You and your main date park the car on a hill overlooking Moonlight Bay. While you're out of the car watching for shooting stars, the brakes fail and the car crashes into a culvert. Your insurance pays for all but 100 dollars' worth of damage to your car.

COLLISION



You are hit in the rear end on your way to your Saturday pottery class by a van of touring vagabonds. They have no liability coverage.

UNINSURED MOTORIST

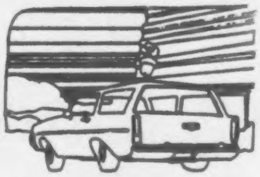


While driving to a bluegrass festival in the country, your car breaks down. Your insurance covers the cost of moving the car to a service station.

TOWING SERVICE

While riding your bike in the park you are struck head-on by a speeder. Although your face is battered a little, the plastic surgeon makes you so good-looking that you are able to get a job on network TV. Now you're a teen-age idol. And your insurance pays for the plastic surgeon. You discover that the same insurance would pay expenses — even burial — for you and your passengers if you had been in an accident in which you were at fault.

MEDICAL PAYMENT



Mrs. Wentworth Worthington accidentally knocks a pot of geraniums off the balcony of her high rise apartment. The geranium puts a splendid dent in the roof of your car, parked 27 floors below. Your insurance not only pays all repairs; it also covers you for fire, theft, vandalism, floods, lightning, earthquake, explosions, riots, missiles, collision with animals and the like. This inexpensive insurance is even less expensive if you have a deductible clause.

COMPREHENSIVE

Source: Adapted from *America on Wheels: Yesterday, Today and Tomorrow* by Motor Vehicle Manufacturers Association of the United States, Inc. Copyright 1979. Reprinted by permission.

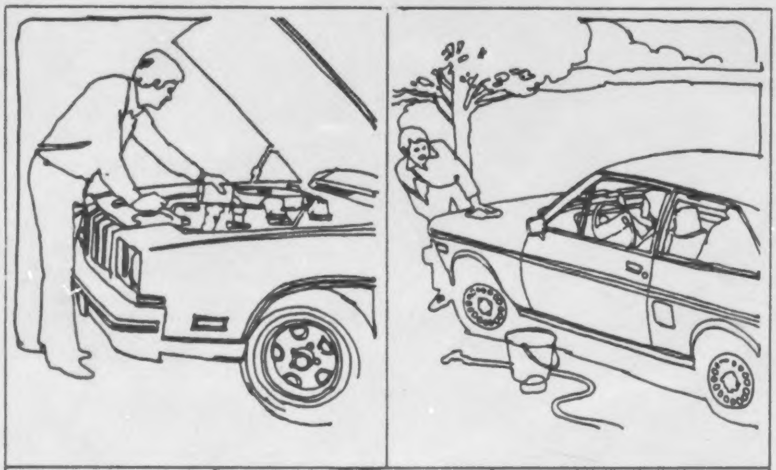
Employability Activity #4

MAINTAINING YOUR CAR . . .

THE OUNCE OF PREVENTION

Now the motor vehicle is yours. And so are the responsibilities of careful operation and regular maintenance. If you don't take care of your car, you could face expensive repair bills, mechanical breakdowns, even a serious accident. Perhaps the best way to meet your responsibilities as a new car owner is to follow the maintenance schedule outlined in your owner's manual. This manual contains quite specific instructions about what needs to be done to which systems and parts at which mileage intervals to insure sustained, efficient mechanical performance.

You should have a general idea of the kinds of maintenance you should regularly provide your car. Listed below are some of the systems and parts of your car which require preventive maintenance. Next to each item, indicate what you think needs to be done at which intervals to keep mechanical problems from developing. Check your answers against an actual maintenance schedule in an owner's manual.



SYSTEM OR PART	PREVENTIVE MAINTENANCE MEASURES	AT THESE INTERVALS
Transmission		
Battery		
Brakes		
Radiator		
Fuel filter		
Tires		
Lubrication of chassis		
Fan belt		
Wheels		

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Reading Activity #4

Vocabulary: **biology, jack, palace, admitted**

BE PREPARED

"What were those girls saying about you?" I asked Tom.

"Nothing," he snapped.

"Well, they were pointing at you, and Sue was the only one not laughing. Did you trip coming out of biology class again?" I chuckled.

"No, it isn't that. Forget it." He kept walking.

"Aw, you know something but you're not saying," I said.

"I got my engine fixed last night. Coming from Burger Palace I got a flat," Tom admitted. He couldn't be telling me all. I knew that.

"So what's the rest of the story?" I asked.

He shook his head and then he said, "OK, Jim, I'll tell you. I drove my junker down to the Burger Palace because I knew Sue would be there. She had her father's car, and all her girlfriends were with her. I just wanted to show them I could get my heap running again."

"Uh huh, and then?"

"Well," he went on, "we had some French fries and a Coke together. Then I left, jumped in my car, and squealed out of the parking lot trying to look real cool. That's when I got the flat."

I couldn't help smiling. Poor Tom, trying to show off for the girls and he gets a flat. "That's not the worst part," he said. "I pulled off the road nice and slow. As I was going around back to the trunk, I remembered I didn't have a jack!"

"You're kidding me! What did you do? How could you drive around without a jack? You must have felt really stupid."

CAR
CHECK LIST

1) Jack ☐
2) Spare ☒
3) Flares ☒
4) First-Aid Kit ☒

He nodded. "You're right about that. The girls thought it was a riot. They all crowded around my car, making cute little jokes. And there I was wondering how I was going to get a jack. By that time all I wanted was to get out of

Name______________________________

Reading Activity #4 continued

there. Luckily, Sue took pity on me and let me use the jack from her father's car. And I had a spare tire, but man did I feel like a jerk! I know what you're supposed to have in a car; you know, a jack, a spare, signal flares, first-aid kit, and all that. I just forgot. I'm glad Sue was there with her father's car."

We were almost to our next class. "Well, don't feel too bad," I said. "Everyone makes a mistake now and then. I'll bet you'll never be caught without a jack again."

He laughed. "That's for sure. I'm just wondering if I'll ever be able to get any girls to ride in my junker again!"

____________________Name

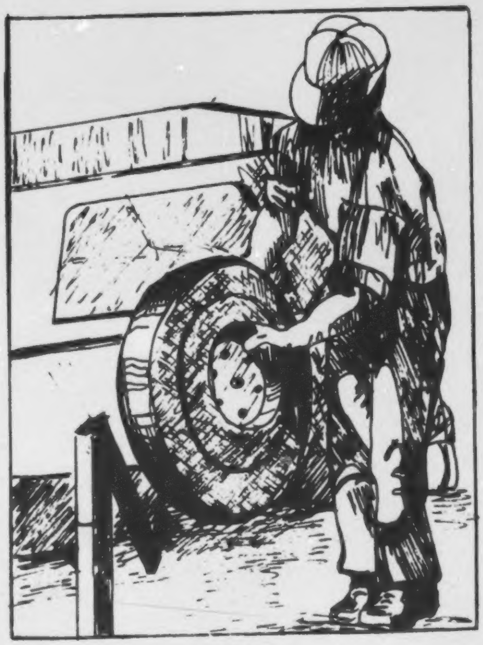
Reading Activity #4 continued

How well did you read? Complete the following sentences by checking the correct blank.

1. The girls were laughing at Tom because
   a. __________ he had made a joke in class.
   b. __________ he had a flat tire last night.
   c. __________ his car wouldn't work.

2. Tom went down to Burger Palace because
   a. __________ he wanted to eat supper.
   b. __________ the guys hung out there.
   c. __________ he knew Sue would be there.

3. Tom felt stupid because
   a. __________ he didn't have a jack.
   b. __________ he ran out of gas.
   c. __________ he got a parking ticket.



Fill in the blanks to complete the paragraphs below.

The girls were laughing at Tom after class. He __________ Jim why they were __________. Tom had got his __________ running again. He drove __________ down to Burger Palace. __________ was there with her __________ car. Tom had some __________ fries and Coke.

When __________ left he drove out __________ the parking lot trying __________ look real cool. Then __________ tire went flat. Tom __________ off the road nice __________ slow. He walked back __________ his trunk. Then he __________ he didn't have a __________. He felt like a __________. The girls all crowded __________ his car and made __________. But Sue was nice. __________ let him use the __________ from her father's car. From now on he will have a jack in his car.

Name______________________________

Reading Activity #4—Answers

How well did you read? Complete the following sentences by checking the correct blank.

1. The girls were laughing at Tom because
   a. ________ he had made a joke in class.
   b. ___✓___ he had a flat tire last night.
   c. ________ his car wouldn't work.

2. Tom went down to Burger Palace because
   a. ________ he wanted to eat supper.
   b. ________ the guys hung out there.
   c. ___✓___ he knew Sue would be there.

3. Tom felt stupid because
   a. ___✓___ he didn't have a jack.
   b. ________ he ran out of gas.
   c. ________ he got a parking ticket.

Fill in the blanks to complete the paragraphs below.

The girls were laughing at Tom after class. He asked Jim why they were laughing. Tom had got his heap running again. He drove it down to Burger Palace. Sue was there with her father's car. Tom had some French fries and Coke.

When Tom left he drove out of the parking lot trying to look real cool. Then the tire went flat. Tom pulled off the road nice and slow. He walked back to his trunk. Then he remembered he didn't have a jack. He felt like a jerk. The girls all crowded around his car and made jokes. But Sue was nice. She let him use the jack from her father's car. From now on he will have a jack in his car.

Math Activity #4

Vocabulary: **state tax, insurance, registration, permit, license, chargeable, quarterly, purchase price**

This activity will give you practice with figuring out the costs of owning a car and using percentages, addition, subtraction, and division.

(Show all of your work in the space provided.)

State Tax

1. Tom bought his first car for $1,500. There was a 6% sales tax in his state on the purchase of automobiles. How much tax did Tom have to pay on his car? What was the total purchase price of his car?

2. A year after Tom bought his car he moved to another state. That state had a 7% sales tax on cars. In order for Tom to register his car in that state he had to pay the extra tax in the new state. In other words he had to pay the *difference between the 6% tax and the 7% tax*. How much money did Tom have to pay to register his car in the new state? (refer to question #1)

Name________________________________

Math Activity #4 continued

Car Loans

3. Tom had to borrow $1,002 to pay for his car. He decided to pay for it in 12 equal payments. Assuming there was no interest, how much money did Tom pay each month?

4. Jane borrowed $3,000 to buy a new car. She didn't want to pay more than $120 each month. Not counting interest, how many months did it take Jane to pay off her loan?

Insurance

5. Because Tom is a single male under the age of 25, his car insurance is expensive. His yearly payments are $520. His insurance company allows him to pay in small parts, instead of all at once. He decided to pay four times a year. If each of these payments is equal, how much will each payment be?

______________________________Name

Math Activity #4 continued

Registration and License

6. Tom paid $3.50 for his learner's permit. When he passed his driver's test, he paid $25.00 for his license. Then he paid $31.75 for his registration. What was the total Tom spent on these fees?

7. Look back through the problems in this exercise. Count the cost of the car sales tax, insurance, registration, permit, and license fees. What was the total Tom spent in buying the car and becoming a driver? (Do not count his move to another state.)

8. If Tom is involved in a chargeable accident, his insurance fee will go up 30%. Then what will his premium be? What will his quarterly payments be?

Name______________________________

Math Activity #4—Answers

Vocabulary: **state tax, insurance, registration, permit, license, chargeable, quarterly, purchase price**

This activity will give you practice with figuring out the costs of owning a car and using percentages, addition, subtraction, and division.

(Show all of your work in the space provided.)

State Tax

1. Tom bought his first car for $1,500. There was a 6% sales tax in his state on the purchase of automobiles. How much tax did Tom have to pay on his car? What was the total purchase price of his car?

$1500
x .06
$90.00

$1500.00
+ 90.00
$\boxed{\$ 1590.00}$

2. A year after Tom bought his car he moved to another state. That state had a 7% sales tax on cars. In order for Tom to register his car in that state he had to pay the extra tax in the new state. In other words he had to pay the *difference between the 6% tax and the 7% tax*. How much money did Tom have to pay to register his car in the new state? (refer to question #1)

$1500
x .07
$105.00

$105.00
− 90.00
$\boxed{\$ 15.00}$

Socialization Skills

Math Activity #4—Answers continued

Car Loans

3. Tom had to borrow $1,002 to pay for his car. He decided to pay for it in 12 equal payments. Assuming there was no interest, how much money did Tom pay each month?

$$\begin{array}{r} \$83.50 \\ 12\overline{)1002.0} \\ 96 \\ \hline 42 \\ 36 \\ \hline 60 \end{array}$$

$83.50 per month

4. Jane borrowed $3,000 to buy a new car. She didn't want to pay more than $120 each month. Not counting interest, how many months did it take Jane to pay off her loan?

$$\begin{array}{r} 25 \\ 120\overline{)3000} \\ 240 \\ \hline 600 \end{array}$$

25 months

Insurance

5. Because Tom is a single male under the age of 25, his car insurance is expensive. His yearly payments are $520. His insurance company allows him to pay in small parts, instead of all at once. He decided to pay four times a year. If each of these payments is equal, how much will each payment be?

$$\begin{array}{r} 130.00 \\ 4\overline{)520} \\ 4 \\ \hline 12 \\ 12 \\ \hline \end{array}$$

$130.00 each

Socialization Skills

Math Activity #4—Answers continued

Registration and License

6. Tom paid $3.50 for his learner's permit. When he passed his driver's test, he paid $25.00 for his license. Then he paid $31.75 for his registration. What was the total Tom spent on these fees?

$$\begin{array}{r} \$3.50 \\ +\ 25.00 \\ +\ 31.75 \\ \hline \boxed{\$60.25} \end{array}$$

7. Look back through the problems in this exercise. Count the cost of the car sales tax, insurance, registration, permit, and license fees. What was the total Tom spent in buying the car and becoming a driver? (Do not count his move to another state.)

90.00	tax
520.00	insurance
31.75	registration
3.50	permit
25.00	license
$670.25	

$$\begin{array}{r} \$670.25 \\ +\ 1500.00 \\ \hline \boxed{\$2170.25} \end{array}$$

8. If Tom is involved in a chargeable accident, his insurance fee will go up 30%. Then what will his premium be? What will his quarterly payments be?

$$\begin{array}{r} \$520.00 \\ \times .30 \\ \hline 156.00 \end{array} \qquad \begin{array}{r} \$156.00 \\ 520.00 \\ \hline \boxed{\begin{array}{c}\$676.00 \\ \text{total} \\ \text{premium}\end{array}} \end{array} \qquad \begin{array}{r} 169 \\ 4\overline{)676} \\ 4 \\ \hline 27 \\ 24 \\ \hline 36 \end{array} \qquad \boxed{\begin{array}{c}\$169.00/ \\ \text{quarter}\end{array}}$$

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain how individual behavior has an impact on other people.
2. Answer related questions (which are raised by teacher or students).

RESOURCES:

Required: 1. Teacher will prepare role cards (grumpy vs. cheerful, hostile vs. friendly)
2. Employability Activity #5: VOCABULARY PUZZLE

TEACHER DELIVERY SYSTEM:

1. Demonstration: teacher role play
2. Discussion

CONTENT OUTLINE:

I. Teacher demonstration:
Without students' knowledge teacher plays out roles: grumpy vs. cheerful, hostile vs. friendly.

II. Discussion of class reaction:
- A. Were your emotional responses different in the two situations?
- B. Did you feel different about your teacher/subject depending on the teacher's mood?
- C. Did the teacher's behavior result in different behaviors by the students?
- D. Which mood would be easier to learn or work with?

III. Student role play:
- A. Explain to students that they will be trying similar experiments.
- B. Hand out two role cards to each student, one with a negative situation, the other a positive one.
- C. Explain to students that they must write down the responses of others to the role played and that they will discuss their role and the responses they got in class.

IV. Discussion of role cards; responses:
- A. Students relay to the class their roles and what happened as a result of their role playing.
- B. Some key questions
  1. Did your different (negative vs. positive) behavior bring about different responses?
  2. Were the responses negative to negative, or were they different?
  3. How would you have reacted if someone read your role card to you or behaved as you did?
  4. Is a negative response necessary in a negative situation?

V. Summary:
- A. Have students summarize their experiences on chalkboard or on paper; depend on those questions above and below.
- B. Have students answer the questions: How does your behavior affect your ability to get along with others, and do you feel that your behavior influences your relationships with others?

LEARNING ACTIVITIES:

1. Role play different situations.
2. Discuss the questions that are mentioned in content outline.
3. Summarize their experiences (refer to content outline).
4. Have students complete Employability Activity #5: VOCABULARY PUZZLE.

EVALUATION:

1. Evaluate students' understanding through specific questions during their presentation of roles or on paper.

   Example: Do you feel that your behavior influenced the response of the other person? How?

2. Discuss the vocabulary words in Employability Activity #5: VOCABULARY PUZZLE.

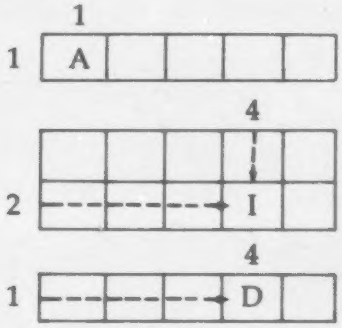
Socialization Skills

Employability Activity #5

VOCABULARY PUZZLE

To solve these problems use the chart below.

Example:



11 Becomes A

24 Becomes I

14 Becomes D

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z

11-24-14 Becomes AID

Change the numbers into a vocabulary word.

1. to help, aid 11-44-44-24-44-45
2. a small routine task 13-23-35-43-15
3. express approval 41-43-11-24-44-15
4. truthful, trustworthy 23-35-34-15-44-45
5. gloomy, sullen 33-35-35-14-54
6. having an agreeable manner 41-32-15-11-44-11-34-45
7. supporting, helping 21-43-24-15-34-14-32-54
8. associate, comrade 13-35-33-41-11-34-24-35-34
9. full of warm, pleasant feelings 13-23-15-15-43-21-51-32
10. assured, certain 13-35-34-21-24-14-15-34-45

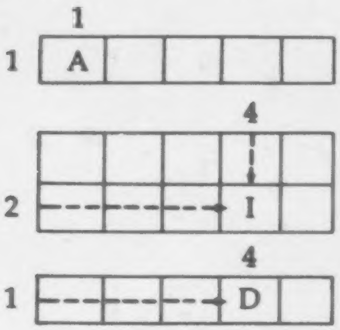
Name ____________________

Employability Activity #5—Answers

VOCABULARY PUZZLE

To solve these problems use the chart below.

Example:



11 Becomes A

24 Becomes I

14 Becomes D

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z

11-24-14 Becomes AID

Change the numbers into a vocabulary word.

1. to help, aid 11-44-44-24-44-45
   assist
2. a small routine task 13-23-35-43-15
   chore
3. express approval 41-43-11-24-44-15
   praise
4. truthful, trustworthy 23-35-34-15-44-45
   honest
5. gloomy, sullen 33-35-35-14-54
   moody
6. having an agreeable manner 41-32-15-11-44-11-34-45
   pleasant
7. supporting, helping 21-43-24-15-34-14-32-54
   friendly
8. associate, comrade 13-35-33-41-11-34-24-35-34
   Companion
9. full of warm, pleasant feelings 13-23-15-15-43-21-51-32
   cheerful
10. assured, certain 13-35-34-21-24-14-15-34-45
    confident

Reading Activity #5

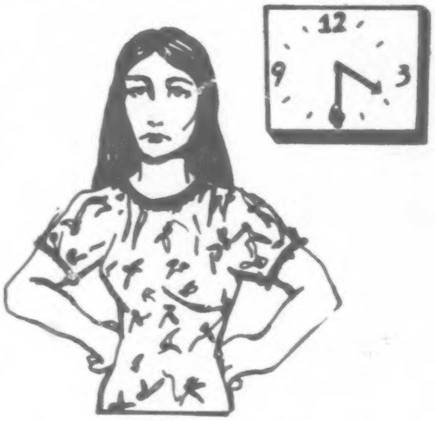
Vocabulary: **office, friendlier, moody**

MOODY MARGE

I guess I've always been moody. My sister used to call me "Moody Marge." I can't help it. When I'm feeling down about something, it shows. And I don't try to help it. Why should I? If other people know I'm feeling blue, they'll be extra nice to me. Or else they'll stay out of my way.

Like Mary Ann at the office. All I have to do is look at her funny and she jumps. And I've only been working there two weeks!

The other girls in the office are okay. Betty is in charge of us, but she's not real bossy about it. She just makes sure we get our work done.



I make sure I get my own work done. I want to keep this job. Lots of times I even get done with my work before five o'clock. Boy, do I feel good then. Of course, I would never leave early. But it's nice to have a half an hour or so with nothing to do.

That's why Sue makes me mad. She seems to think when I get done with my work I should help her do hers! Can you believe that? I will agree that she has a big job and a lot of work, but that's her problem. As long as I get my job done, that's all I care about.

The only problem is that Sue has the boss on her side. This morning about a half hour before lunch, I had finished my morning's work. I was taking a coffee break. Sue said she was really swamped and asked if I would type some letters for her. I acted as grumpy as I could. And of course I told her no. Who does she think she is anyway?

Then, wouldn't you know, she went to see the boss. A few minutes later he came and told me that for the rest of the day I was supposed to help with Sue's work.

To top it all off, Mary Ann, Sue, and Betty went out to lunch and they didn't even ask me to go along. Some friends! I said I wanted to keep this job, but now I'm not so sure. Maybe I'd like it better some place else. I would like some place where people are friendlier.

Name________________________________

Reading Activity #5 continued

How well did you read? Complete the following sentences by checking the correct blank.

1. Marge
   a. __________ is a friendly person.
   b. __________ is grumpy when she feels like it.
   c. __________ is often smiling.

2. Marge doesn't think
   a. __________ she should have to do Sue's work.
   b. __________ Betty is very nice.
   c. __________ Sue has very much to do.

3. The boss said
   a. __________ Sue could take some time off.
   b. __________ Sue should do her own work.
   c. __________ Marge should help Sue.

4. The girls didn't ask Marge to go to lunch because
   a. __________ they knew she was on a diet.
   b. __________ she was so unfriendly.
   c. __________ they were in a hurry.

__________________________ Name

Reading Activity #5 continued

Three of the words in each group below mean almost the same thing. One word means something different. Find the word that does not belong and circle it. Use a dictionary if you need to.

1. grumpy, moody, pleasant, unfriendly
2. friends, pals, companions, enemies
3. employee, boss, supervisor, employer
4. assist, help, ignore, aid
5. begin, finish, end, complete
6. job, task, study, chore

Think about it.

Marge thinks maybe she should find a job where the people are friendlier. Do you think things would be different for Marge at another job? Why or why not?

Name________________________________

Reading Activity #5—Answers

How well did you read? Complete the following sentences by checking the correct blank.

1. Marge
   a. __________ is a friendly person.
   b. ____✓____ is grumpy when she feels like it.
   c. __________ is often smiling.

2. Marge doesn't think
   a. ____✓____ she should have to do Sue's work.
   b __________ Betty is very nice.
   c. __________ Sue has very much to do.

3. The boss said
   a __________ Sue could take some time off.
   b. __________ Sue should do her own work.
   c. ____✓____ Marge should help Sue.

4. The girls didn't ask Marge to go to lunch because
   a. __________ they knew she was on a diet.
   b. ____✓____ she was so unfriendly.
   c. __________ they were in a hurry.

Reading Activity #5—Answers continued

Three of the words in each group below mean almost the same thing. One word means something different. Find the word that does not belong and circle it. Use a dictionary if you need to.

1. grumpy, moody, [✓ pleasant] unfriendly
2. friends, pals, companions, [✓ enemies]
3. [✓ employee] boss, supervisor, employer
4. assist, help, [✓ ignore] aid
5. [✓ begin] finish, end, complete
6. job, task, [✓ study] chore

Think about it.

Marge thinks maybe she should find a job where the people are friendlier. Do you think things would be different for Marge at another job? Why or why not?

No: because the fault lies in Marge's personality.

Socialization
Skills

Math Activity #5

Vocabulary: **envelopes, overtime, usual, magazine**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

1. The girls in the office have found that by working together they can finish their work more quickly. When they are given letters to type and mail they divide the duties. Sue and Rita type; Ann and Mary make copies, address envelopes, and post the letters. They can usually take care of 7 letters in an hour this way. On Monday they were given 39 letters to type.

   a. How many hours would they need to finish all of these letters?

   b. On Tuesday it took them exactly 3 hours to finish the letters they were given. How many letters did they do on Tuesday?

2. Marge earns $3.75 an hour. When she finishes her work early, she doesn't like to help the girls who are still working. She would rather relax and read a magazine. Since she gets paid by the hour, she is actually getting paid for reading a magazine! On Monday she quit working at 4:30 p.m. and read a magazine until 5:00 p.m.

   a. How much of the company's money was wasted while she was reading?

____________________Name

Math Activity #5 continued

b. Below is a list showing when Marge quit working each day for one week (regular quitting time is five o'clock). Figure out how much of the company's time was wasted when she wasn't really working.

Monday 4:30
Tuesday 4:00
Wednesday 3:30
Thursday 5:00
Friday 2:00

c. How much company money was wasted by Marge that week?

3. Sue is paid $3.50 an hour. She has agreed to work overtime to help her boss with a special project. He will pay her overtime, which is 1½ times her usual pay per hour. Last week she worked 10 hours of overtime. How much money did she earn for this work?

4. Marge does extra typing for friends sometimes. She charges $.75 a page. Last week she earned $24 typing a term paper for her cousin. How many pages were in the term paper?

Name________________________________

Socialization Skills

Math Activity #5—Answers

Vocabulary: **envelopes, overtime, usual, magazine**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

1. The girls in the office have found that by working together they can finish their work more quickly. When they are given letters to type and mail they divide the duties. Sue and Rita type; Ann and Mary make copies, address envelopes, and post the letters. They can usually take care of 7 letters in an hour this way. On Monday they were given 39 letters to type.

   a. How many hours would they need to finish all of these letters?

$$\begin{array}{l} \quad\boxed{5.57}\ \text{hours} \\ 7\overline{)39} \end{array}$$

   b. On Tuesday it took them exactly 3 hours to finish the letters they were given. How many letters did they do on Tuesday?

$$\begin{array}{rl} 7 & \text{letters per hour} \\ \times 3 & \text{hours} \\ \hline \boxed{21} & \text{letters} \end{array}$$

2. Marge earns $3.75 an hour. When she finishes her work early, she doesn't like to help the girls who are still working. She would rather relax and read a magazine. Since she gets paid by the hour, she is actually getting paid for reading a magazine! On Monday she quit working at 4:30 p.m. and read a magazine until 5:00 p.m.

   a. How much of the company's money was wasted while she was reading?

$$\begin{array}{rl} 30 & \text{minutes} \\ \times\ 3.75 & \text{per hour} \\ \hline \boxed{\$1.88} & \text{of the company's money} \end{array}$$

Math Activity #5—Answers continued

b. Below is a list showing when Marge quit working each day for one week (regular quitting time is five o'clock). Figure out how much of the company's time was wasted when she wasn't really working.

Monday 4:30	30 min.	Wednesday 3:30	90 min.	Friday 2:00	3 hrs.
Tuesday 4:00	60 min.	Thursday 5:00	0 min.		

30 min.
+60
+90
3hrs
3hrs. 180 min. = 6 hours

c. How much company money was wasted by Marge that week?

$3.75 per hour
x 6 hours
$22.50 wasted

3. Sue is paid $3.50 an hour. She has agreed to work overtime to help her boss with a special project. He will pay her overtime, which is 1½ times her usual pay per hour. Last week she worked 10 hours of overtime. How much money did she earn for this work?

$3.50 per hour
x 1½ overtime
$5.25 per overtime hour

$5.25
x 10 over-time hours
$52.50

4. Marge does extra typing for friends sometimes. She charges $.75 a page. Last week she earned $24 typing a term paper for her cousin. How many pages were in the term paper?

32 pages
$.75 | $24.00

SS6 LESSON: ACCEPTING DIFFERENCES IN OTHERS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Behave in a satisfactory manner on accepting and responding to differences in others.

RESOURCES:

Required: Employability Activity #6: CIRCLE-THE-WORDS PUZZLE

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Demonstration
3. Discussion

CONTENT OUTLINE:

I. Teacher points out that he/she is different from most people in class:
   A. Height
   B. Glasses
   C. Age
   D. Hair
   E. Face
   F. Other differences

II. For each difference, list at least two similarities. Try to emphasize that:
   A. Differences don't really influence behavior and performance.
   B. People should be accepted on an individual basis.

LEARNING ACTIVITIES:

Have students:
1. Discuss their differences and their similarities.
2. Relate their experiences with people whom they felt were different.
3. Complete Employability Activity #6: CIRCLE-THE-WORDS PUZZLE.

EVALUATION:

1. Students will properly respond to related oral questions.
2. Students will discuss the vocabulary words in Employability Activity #6: CIRCLE-THE-WORDS PUZZLE.

Employability Activity #6

CIRCLE-THE-WORDS PUZZLE

There is a list of words at the bottom of the page. See how many you can find and circle them in the big group of letters below. All of the starred (*) words are spelled backwards in the puzzle.

```
I G F H I C R E A T I V E H E I C D E X C E L L E N T B A C Q
M D E S E R V E E M O S D N A H F J C L O B J N M P O I Z L E
J E J A E A T T R A C T I V E G G D G M I K P M I C Q N A E D
L P B K I N T E L L I G E N T E O F H A K L A N M G B T R V L
G E D C N U P R V A P B A Q A T O W I N N E R F P H D E W E R
O N S A D O R E C T S J N B U X D O Q N O U I W R C I R S R F
H D S L U M Q O P G O O V W S Y N R S E J L G H O J L E Y T Q
K A E L S N W O R T H Y X R U Z E T Q R P A R E V K O S B V P
M B N K T T O E O C Z Y W V H T S H R S X V Z C E A M T F U T
N L I S R B B L U F E C A R G G S R U L K Y M E A N E I Y G U
G E P J I V R C D L D F W E D P S T E N B E A U T Y O N H Y N
F F P N O U A E D E S P E C I A L V T M K N O W L E D G E O A
B E A R U A V B F F K V K I D Z T X I W P G Q L A N Q M Z A T
I H H A S C E H I M I J U A N V K P L E A S I N G P O I X C E
F C Q W O Y A D N G L X L M E Y S V O X Y K K M K S R U L C L
A P D S X Z L E E V L N R A L U P O P A L J H O N E S T V U H
V Z L A Y O L J S W F C Y O P Q B W R Z A B L E S C P W Q R A
O U T T M L K X T S U C C E S S F U L K I K F O T U S K R A I
R V M I G H T Y W X L O H J Q P G N C M T E V S X D A T E T J
I B S S Y R N Y V P U U T R D P A Z O D E G Y W U O O B S E Q
T E Q F P O S N E A T R I V A L U A B L E Z T E R R I F I C W
E L R Y Q H T U L T N T S E K F S I E J W C S B O P A I W G C
G O F A M O U S M I A E S I N C E R E F S F U C A C C L A I M
H N J M N N J B O E P O Z T Y X F R G H D G R E A D A E C F D
I G B O P O C H D N S U R P V B U N D E R S T A N D I N G D R
D K C P E R F E C T Q S U W D E L I G H T N H L M J K I Z E O
E A L F F G E I G E N E R O U S S Q T I M P O R T A N C E L X
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understanding
dependable
favorite
*happiness
satisfy
honor
industrious
delight
brave
proud
finest
knowledge

patient
skillful
joy
courteous
*splendid
goodness
useful
worth
*polite
manners
*sweet
special

*value
*trust
generous
importance
perfect
improve
*produce
neat
*wise
accurate
fortunate

creative
excellent
deserve
*handsome
attractive
intelligent
winner
adore
worthy
*graceful
interesting
beauty

acclaim
sincere
famous
terrific
valuable
pleasing
mighty
successful
able
*loyal
*popular
honest

Name ______________________

Employability Activity #6—Answers

CIRCLE-THE-WORDS PUZZLE

There is a list of words at the bottom of the page. See how many you can find and circle them in the big group of letters below. All of the starred(*) words are spelled backwards in the puzzle.

```
I G F H I C R E A T I V E H E I C D E X C E L L E N T B A C Q
M D E S E R V E E M O S D N A H F J C L O B J N M P O I Z L E
J E J A E A T T R A C T I V E G G D G M I K P M I C Q N A E D
L P B K I N T E L L I G E N T E O E H A K L A N M G B T R V L
G E D C N U P R V A P B A Q A T O W I N N E R F P H D E W E R
O N S A D O R E C T S J N B U X D O Q N O U I W R C I R S R F
H D S L U M O O P G O O V W S Y N R S E J L G H O J L E Y T O
K A E L S N W O R T H Y X R U Z E T Q R P A R E V K O S B V R
M B N K T T O E O C Z Y W V H T S H R S X V Z C E A M T F U T
N L I S R B B L U F E C A R G G S R U L K Y M E A N E I Y G U
G E P J I V R C D L D E W E D P S T E N B E A U T Y O N H Y N
F F P N O U A E D E S P E C I A L V T M K N O W L E D G E O A
B E A R U A V B F F K V K I D Z T X I W P O O L A N Q M Z A T
I H H A S C E H I M I J U A N V K P L E A S I N G P O I X C E
F C Q W O Y A D N G L X L M E Y S V O X Y K K M K S R U L C L
A P D S X Z L E E V L N R A L U P O P A L J H O N E S T V U H
V Z L A Y O L J S W F C Y O P O B W R Z A B L E S C P W Q R A
O U T T M L K X T S U C C E S S F U L K I K F O T U S K R A I
R V M I G H T Y W X L O H J Q P G N C M T E V S X D A T E T J
I B S S Y R N Y V P U U T R D P A Z O D E G Y W U O O B S E Q
T E Q F P O S N E A T R I V A L U A B L E Z T E R R I F I C W
E L R Y O H T U L T N T S E K F S I E J W C S B O P A I W G C
G O F A M O U S M I A E S I N C E R E F S F U C A C C L A I M
H N J M N N J B O E P O Z T Y X F R G H D G R E A D A E C F D
I G B O P O C H D N S U R P V B U N D E R S T A N D I N G D R
D K C P E R F E C T O S U W D E L I G H T N H L M J K I Z E O
E A L F F G E I G E N E R O U S S Q T I M P O R T A N C E L X
```

understanding
dependable
favorite
*happiness
satisfy
honor
industrious
delight
brave
proud
finest
knowledge

patient
skillful
joy
courteous
*splendid
goodness
useful
worth
*polite
manners
*sweet
special

*value
*trust
generous
importance
perfect
improve
*produce
neat
*wise
accurate
fortunate

creative
excellent
deserve
*handsome
attractive
intelligent
winner
adore
worthy
*graceful
interesting
beauty

acclaim
sincere
famous
terrific
valuable
pleasing
mighty
successful
able
*loyal
*popular
honest

Reading Activity #6

Vocabulary: **Customer Service, company, credit, Spanish, Puerto Rico, disgusted, celebrate, department, information, explained**

GETTING TO KNOW YOU

Last month they hired a new girl to work on my team. We worked in Customer Service. That means we take phone calls all day long. People call from all over the country to order carpet from Smith's. That's the company I work for.

Anyway, the new girl is new in more ways than one. She is new to the United States, too. Her name is Anna and she's from Puerto Rico. That made two girls from Puerto Rico in our group now. Tina is the other one. None of the other teams had any.

It kind of made me mad. I didn't see why our group had to have both of them. If they couldn't speak English very well, customers wouldn't call them. That would mean I'd get more and more calls, and they would get credit for doing nothing. Besides, they spoke Spanish to each other all the time. It sounded funny and I didn't like not knowing what they were saying.

I had pretty well decided to just stay away from them. But Anna kept asking me questions. "Tom," she would say, "I'm not sure how to get this information from the computer." Then, I'd have to take the time to show her. Sometimes she wasn't sure how to say the name of some city she had to call, and I had to take time to tell her how to do this.

Things went on like this for almost a week. I was getting pretty disgusted. It seemed to me that it was taking Anna an awful long time to learn the job. I was getting ready to say something to the boss.

Then one day I got sick. I felt OK when I came to work, but by lunchtime I knew I was coming down with something. It was a terrible day to get sick, too. I was expecting some very important phone calls. If no one was there to take the calls, Smith's might lose out on some big deals, thousands of dollars worth. But the boss said I should go home. And I was feeling too lousy to argue, so I went.

Name______________________________

Reading Activity #6 continued

When I got back to work two days later, the first thing I did was call those two important deals. I wanted to see if there was still a chance to get their business. "Oh, hello, Tom," Mr. Clark from New York said. "Yes, we already closed that deal. A young lady from your department took care of it for us. Anna was her name. She explained that you were sick. You're lucky to have a good worker like her in your group."

When I got off the phone with Mr. Clark, I called the other place. Same story there. Anna had taken care of it for me. I was really surprised. I just never thought Anna could really handle the job. What a jerk I'd been!

When I looked over at her, she was smiling. "Anna, thanks for taking those orders for me," I said.

She smiled even brighter. "You're welcome, Tom. I knew how important they were to you. And you've been so helpful to me since I came. I wanted to return the favor."

Helpful. Boy did I feel like a heel when she said that. "How about if we have lunch out today to celebrate all that money you made for the company?" I said.

Now things are a lot different at work. Anna knows all about the job. And she and Tina and I are always helping each other out. It sure makes life easier. It's a whole lot more fun too!

____________________Name

Reading Activity #6 continued

How well did you read? Complete the following sentences.

1. Tom didn't like Anna because
   a. __________ she was unfriendly.
   b. __________ she was from Puerto Rico.
   c. __________ she was lazy.

2. Anna would ask Tom
   a. __________ to do her work.
   b. __________ to answer the phone for her.
   c. __________ to help her use the computer.

3. Before he got sick, Tom thought
   a. __________ Anna was a good worker.
   b. __________ he should complain to his boss.
   c. __________ Anna was learning fast.

4. While Tom was sick
   a. __________ Anna took care of his orders.
   b. __________ Anna made a mess of his desk.
   c. __________ the boss hired someone new.

Use the following words to fill in the blanks in the sentences below. Not all the words will be used.

customer
service
company
Spanish
credit
disgusted
celebrate
department
Puerto Rico
information
explained

1. Mr. Biggs is the president of a ______________ that makes farm supplies.
2. We went out to dinner to ______________ my new job.
3. The local YMCA provides an important ______________ to the townspeople.
4. Jean was ______________ with her boss for making her work extra hours.
5. Mrs. Baker ______________ exactly how the letters should be typed.
6. The unhappy ______________ asked to see the manager of the store.
7. All the people in John's ______________ take their lunch break at noon.
8. The spy had top secret ______________ needed by the enemy.
9. All the ______________ for the parade goes to Mrs. Hill, the band director.

Name______________________________

Socialization Skills

Reading Activity #6—Answers

How well did you read? Complete the following sentences.

1. Tom didn't like Anna because
   - a. ________ she was unfriendly.
   - b. ___✓___ she was from Puerto Rico.
   - c. ________ she was lazy.

2. Anna would ask Tom
   - a. ________ to do her work.
   - b. ________ to answer the phone for her.
   - c. ___✓___ to help her use the computer.

3. Before he got sick, Tom thought
   - a. ________ Anna was a good worker.
   - b. ___✓___ he should complain to his boss.
   - c. ________ Anna was learning fast.

4. While Tom was sick
   - a. ___✓___ Anna took care of his orders.
   - b. ________ Anna made a mess of his desk.
   - c. ________ the boss hired someone new.

Use the following words to fill in the blanks in the sentences below. Not all the words will be used.

customer
service
company
Spanish
credit
disgusted
celebrate
department
Puerto Rico
information
explained

1. Mr. Biggs is the president of a __company__ that makes farm supplies.
2. We went out to dinner to __celebrate__ my new job.
3. The local YMCA provides an important __service__ to the townspeople.
4. Jean was __disgusted__ with her boss for making her work extra hours.
5. Mrs. Baker __explained__ exactly how the letters should be typed.
6. The unhappy __customer__ asked to see the manager of the store.
7. All the people in John's __department__ take their lunch break at noon.
8. The spy had top secret __information__ needed by the enemy.
9. All the __credit__ for the parade goes to Mrs. Hill, the band director.

Socialization Skills

Math Activity #6

Vocabulary: **10 thousand, 100 thousand, millions, billions**

This activity will give you practice with using a chart and writing large numbers.

(Show all of your work in the space provided.)

Since Anna was from Puerto Rico, Tom was teaching her to read large number amounts in English. He made the chart below to help her. Use it to help you solve the problems below.

	Billions			Millions			Thousands			Hundreds		
	100	10	1	100	10	1	100	10	1	100	10	1
a.			3	4	6	0	2	9	1	6	8	8
b.		9	7	4	0	5	0	2	2	0	1	5
c.					9	7	4	0	5	0	0	2
d.					3	3	6	1	7	4	1	1

1. Just as a review, practice using the place value chart. Match the numbers in the chart with the way you would read them.

a. 3,460,291,688
b. 97,405,022,015
c. 97,405,002
d. 33,617,411

a. 97 million, 405 thousand, 2
b. 3 billion, 460 million, 291 thousand, 688
c. 33 million, 617 thousand, 411
d. 97 billion, 405 million, 22 thousand, 15

2. A sales representative in New York reported the following dollar amounts to Anna over the phone. For each figure, write down the number Anna should have written.

a. $16 thousand, 468 = $16,468.00 ____________________
b. $2 million, 403 thousand, 22 = ____________________
c. $703 thousand, 19 = ____________________
d. $219 million, 4 thousand, 362 = ____________________
e. $45 million, 26 thousand, 4 = ____________________

Name______________________

Math Activity #6 continued

3. For each large number below, write down the place value of the number 8.

a. 845,923 hundred thousands
b. 28,001,376
c. 204,835
d. 7,482,113
e. 83,619,270
f. 5,281
g. 802,345,962

4. Each month, the sales representatives of the carpet company report their sales amounts. Below is a chart showing the sales in New Jersey and Pennsylvania for a whole year. For each month decide which state has more sales. Underline that amount.

	New Jersey	Pennsylvania
Jan.	$3,987	$30,402
Feb.	$20,015	$17,047
Mar.	$136,982	$136,909
Apr.	$45,563	$44,998
May	$96,002	$95,987
June	$101,916	$102,001
July	$206,013	$206,011
Aug.	$6,049,029	$6,050,783
Sept.	$17,088,411	$17,800,410
Oct.	$916,002	$917,000
Nov.	$38,100	$38,099
Dec.	$44,999	$45,000

Name

Math Activity #6—Answers

Vocabulary: **10 thousand, 100 thousand, millions, billions**

This activity will give you practice with using a chart and writing large numbers.

(Show all of your work in the space provided.)

Since Anna was from Puerto Rico, Tom was teaching her to read large number amounts in English. He made the chart below to help her. Use it to help you solve the problems below.

	Billions			Millions			Thousands			Hundreds		
	100	10	1	100	10	1	100	10	1	100	10	1
a.			3	4	6	0	2	9	1	6	8	8
b.		9	7	4	0	5	0	2	2	0	1	5
c.					9	7	4	0	5	0	0	2
d.					3	3	6	1	7	4	1	1

1. Just as a review, practice using the place value chart. Match the numbers in the chart with the way you would read them.

a. 3,460,291,688	a. 97 million, 405 thousand, 2
b. 97,405,022,015	b. 3 billion, 460 million, 291 thousand, 688
c. 97,405,002	c. 33 million, 617 thousand, 411
d. 33,617,411	d. 97 billion, 405 million, 22 thousand, 15

2. A sales representative in New York reported the following dollar amounts to Anna over the phone. For each figure, write down the number Anna should have written.

a. $16 thousand, 468 = $16,468.00
b. $2 million, 403 thousand, 22 = $2,403,022
c. $703 thousand, 19 = $703,019
d. $219 million, 4 thousand, 362 = $219,004,362
e. $45 million, 26 thousand, 4 = $45,026,004

Math Activity #6—Answers continued

3. For each large number below, write down the place value of the number 8.

a. 845,923 hundred thousands
b. 28,001,376 millions
c. 204,835 hundreds
d. 7,482,113 ten thousands
e. 83,619,270 ten million
f. 5,281 tens
g. 802,345,962 hundred millions

4. Each month, the sales representatives of the carpet company report their sales amounts. Below is a chart showing the sales in New Jersey and Pennsylvania for a whole year. For each month decide which state has more sales. Underline that amount.

	New Jersey	Pennsylvania
Jan.	$3,987	[✓ $30,402]
Feb.	[✓ $20,015]	$17,047
Mar.	[✓ $136,982]	$136,909
Apr.	[✓ $45,563]	$44,998
May	[✓ $96,002]	$95,987
June	$101,916	[✓ $102,001]
July	[✓ $206,013]	$206,011
Aug.	$6,049,029	[✓ $6,050,783]
Sept.	$17,088,411	[✓ $17,800,410]
Oct.	$916,002	[✓ $917,000]
Nov.	[✓ $38,100]	$38,099
Dec.	$44,999	[✓ $45,000]

SS7 LESSON: LEADERSHIP/GROUP PLANNING

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the importance of effective leadership and group planning.

RESOURCES:

Required: 1. Employability Activity #7: SCRAMBLED SYLLABLES PUZZLE
Optional: 1. Johnson, D.W. *Human relations and your career.*
Englewood Cliffs, N.J.: Prentice-Hall, 1978.

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Discussion
3. Problem solving
4. Simulation games
5. Small groups

CONTENT OUTLINE:

- I. Introduction:
  Many times a group of people work together to accomplish a specific task. How well that task is accomplished rests with the person who volunteers or is assigned to lead the group in planning the necessary activities.
- II. Under the leader's influence the group:
  - A. Determines the objective and desired results.
  - B. Determines what needs to be done to accomplish the task.
- III. The leader then assigns or asks for volunteers to carry out specific tasks.
- IV. The leader coordinates the activities of the individuals in subgroups or committees to see that things go effectively and efficiently.
- V. The group carries out the task through the efforts of each person.

LEARNING ACTIVITIES:

1. Have class discussion on leadership and group planning.
2. Provide some simulation games for students to play in small groups.
3. Try some group problem solving using games. Divide the class into groups. Present them with a scavenger hunt list of items that can be located somewhere within the school or on the school grounds, giving a time limit. Afterwards discuss the group dynamics and discuss whether a leader/organizer emerged and how the group planned together to efficiently gather all the items on the list.

4. Give a real problem, making students responsible for the final solution. Begin this activity by utilizing a class of elementary school (or junior high) students visiting the school and place your class in charge of planning their day from when they arrive until they leave. Generate ideas for how the day could be organized. Divide your class into groups and have leaders appointed, assigning each group with one aspect of the day to organize and manage.
5. Have students complete Employability Activity #7: SCRAMBLED SYLLABLES PUZZLE.

EVALUATION:

1. Students will define the process of group planning.
2. Each group will make an evaluation of the group's effectiveness in solving the problem and will explain why the planning was or was not effective.
3. Students will discuss the vocabulary words in Employability Activity #7: SCRAMBLED SYLLABLES PUZZLE.

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Socialization Skills

Employability Activity #7

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. for in tion ma ____________________
2. tion di rec ____________________
3. per whis ____________________
4. plete com ____________________
5. ly ex act ____________________
6. cide de ____________________
7. range ar ____________________
8. con u late grat ____________________
9. cess suc ____________________
10. gan ize or ____________________

Match the words with their definitions.

1. to reach a decision ____________________
2. accurately, correctly, precisely ____________________
3. to arrange, establish, institute ____________________
4. to put in order ____________________
5. to rejoice at, celebrate ____________________
6. to speak very softly ____________________
7. an informing or being informed ____________________
8. favorable outcome or result ____________________
9. ended, finished, concluded ____________________
10. the line in which a moving person or thing goes ____________________

decide
whisper

exactly
information

organize
success

arrange
complete

congratulate
direction

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Name______________________________

Employability Activity #7—Answers

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. for in tion ma information
2. tion di rec direction
3. per whis whisper
4. plete com complete
5. ly ex act exactly
6. cide de decide
7. range ar arrange
8. con u late grat congratulate
9. cess suc success
10. gan ize or organize

Match the words with their definitions.

1. to reach a decision decide
2. accurately, correctly, precisely exactly
3. to arrange, establish, institute organize
4. to put in order arrange
5. to rejoice at, celebrate congratulate
6. to speak very softly whisper
7. an informing or being informed information
8. favorable outcome or result success
9. ended, finished, concluded complete
10. the line in which a moving person or thing goes direction

decide whisper

exactly information

organize success

arrange complete

congratulate direction

Reading Activity #7

Vocabulary: **information, directions, whisper, completely, exactly, decided, arranging, congratulated, success**

THE BEST LAID PLANS . . .

Things just always seem to go wrong for me. At least that's what I blamed last year's flop on. You see, almost every year a group of my friends and I arrange a picnic. We don't play on the same softball team or work in the same office. We're just good friends. Everyone brings their wife or husband. Of course, many are not married—they bring whomever they want. Last year's picnic was at Spruce Park. Nothing went right.

Most of the time we call each other about two weeks ahead to agree on a date. There is never just one person in charge. Last year, I called Fred and told him I would bring the hot dog and hamburger buns. He called someone else and told them what I was bringing and also what he would bring. The information passed from person to person. Not only did they tell the next one what they were bringing, but the time, place, and directions, too.

There is a game in which people sit in a circle and whisper a funny story from one person to the next. If you have ever played this, you know what happens. The funny part of the game is that by the time the story goes around the circle, back to the person who started it, it's a completely new story. The facts get changed from one person to the next. This is exactly what happened on the phone.

Many people had the time wrong. Directions were changed from "left turns" to "right turns." And at the picnic, half of the people thought I was bringing the hot dogs and hamburgers. Two other people brought buns. So, we had about ninety buns and no meat. Everyone felt pretty badly about our poor planning. We decided this year that one person would take charge of arranging everything. One person would do all the calling and there would be no foul-ups.

About two weeks before the picnic this year, I got a call from our group leader. He had everything well planned. I was to bring all the paper plates and cups. I even received a letter the week of the picnic, with directions and all the information. He had sent one to each of our friends.

Name______________________________

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Reading Activity #7 continued

I was really excited that week. I knew that, for once, it couldn't fail. Everyone and everything would be there. I thought nothing could go wrong because we had planned things so well. We even called each other the night before the picnic and congratulated ourselves for such a fine job. The picnic would have been a great success—if it hadn't rained.

Things do seem to go wrong for me. But there's always next year!

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____________________ Name

Reading Activity #7 continued

How well did you read? Complete the following sentences.

1. The first year the picnic was a flop because
   a. __________ it rained.
   b. __________ no one was in charge of the plans.
   c. __________ too many people showed up.

2. The second year the plans for the picnic
   a. __________ were much more organized.
   b. __________ were handled by three different people.
   c. __________ were left until the last minute.

3. The second year's picnic
   a. __________ was a big success.
   b. __________ was rained out.
   c. __________ was better than the one the year before.

The sentences below are scrambled. Put the words in the right order and write the corrected sentences on the lines. Be sure to include capital letters and punctuation.

1. for the woman directions policeman the asked
____
____

2. on congratulated her anita's job her new friends
____
____

3. was information busy he the order arranging alphabetical in
____
____

4. completely to child decided the ignore noisy we
____
____

5. three sister exactly john years is than older his
____
____

Name________________________________

Reading Activity #7—Answers

How well did you read? Complete the following sentences.

1. The first year the picnic was a flop because
   - a. ______ it rained.
   - b. ___✓___ no one was in charge of the plans.
   - c. ______ too many people showed up.

2. The second year the plans for the picnic
   - a. ___✓___ were much more organized.
   - b. ______ were handled by three different people.
   - c. ______ were left until the last minute.

3. The second year's picnic
   - a. ______ was a big success.
   - b. ___✓___ was rained out.
   - c. ______ was better than the one the year before.

The sentences below are scrambled. Put the words in the right order and write the corrected sentences on the lines. Be sure to include capital letters and punctuation.

1. for the woman directions policeman the asked

   The woman asked the policeman for directions.

2. on congratulated her anita's job her new friends

   Her new friends congratulated Anita on her new job.

3. was information busy he the order arranging alphabetical in

   He was busy arranging the information in alphabetical order.

4. completely to child decided the ignore noisy we

   We decided to ignore the noisy child completely.

5. three sister exactly john years is than older his

   John is exactly three years older than his sister.

Socialization Skills

Math Activity #7

Vocabulary: **supplies, picnic, expenses**

This activity will give you practice with addition, subtraction, using a chart, and averaging.

(Show all of your work in the space provided.)

1. Fred is in charge of bringing paper supplies to the office picnic. Plates cost $1.67; cups, $2.89; napkins, $1.27; plastic forks and spoons, $.89; and paper tablecloths, $3.99. John gave the grocer $15.00. How much money can he expect in change if the sales tax was $.83?

2. Dave is in charge of buying meat for the picnic. He bought hot dogs for $6.39, chopped beef for $9.96, and spare ribs for $8.99. How much did Dave spend in all?

3. Mary bought 2 cases of soda for the picnic that cost $7.34 each. She also bought 3 six-packs of soda that cost $1.89, $2.03, and $2.54. How much did she spend on drinks for the picnic?

Name________________________________

Math Activity #7 continued

Ms. Bender is in charge of the office expenses. On the chart that follows you will find a list of some expenses Ms. Bender keeps for running the office. The chart helps her plan for future expenses and to keep the office running smoothly. Use the information in the chart to help you solve the problems.

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
Heat	$114.10	$120.36	$103.20	$84.51	$51.17	—	—	—	$34.27	$63.77	$89.45	$97.53
Electricity	39.77	36.15	35.23	30.36	29.43	39.87	51.30	50.56	30.78	34.73	38.10	39.36
Water	9.02	8.17	6.53	7.15	6.98	8.14	9.25	8.77	6.43	5.03	7.21	6.58
Typing Paper	26.33	28.43	27.14	21.23	25.04	29.37	20.73	31.43	29.29	24.01	19.29	25.62
Note Pads	8.76	7.73	6.02	9.16	8.43	5.01	3.89	6.21	7.43	6.31	7.50	8.26
Pencils	2.43	1.89	3.03	2.21	2.25	1.12	3.78	2.00	2.89	1.63	4.23	3.39

4. How much were office expenses in April?

5. For what month of the year should Ms. Bender plan on spending the least amount of money?

6. How much did the office spend on pencils for the first 6 months of the year?

________________________________Name

Math Activity #7 continued

7. From August to December Ms. Bender can count on spending more money for which item—water or note pads?

8. In which month can the office expect to pay the most for heat, water, and electricity all together?

9. Can the office expect to spend more on electricity during the summer (June, July, August) or during the winter (December, January, February)?

10. Ms. Bender is making a budget for the coming year. What is the average amount she can plan on spending for typing paper for the office in 1 month?

Name________________________________

Math Activity #7—Answers

Vocabulary: **supplies, picnic, expenses**

This activity will give you practice with addition, subtraction, using a chart, and averaging.

(Show all of your work in the space provided.)

1. Fred is in charge of bringing paper supplies to the office picnic. Plates cost $1.67; cups, $2.89; napkins, $1.27; plastic forks and spoons, $.89; and paper tablecloths, $3.99. John gave the grocer $15.00. How much money can he expect in change if the sales tax was $.83?

$1.67 plates
2.89 cups
1.27 napkins
.89 forks + spoons
3.99 tablecloths
.83 tax
$11.54 total

$15.00
− 11.54
$ 3.46 change

2. Dave is in charge of buying meat for the picnic. He bought hot dogs for $6.39, chopped beef for $9.96, and spare ribs for $8.99. How much did Dave spend in all?

$6.39 hot dogs
+ 9.96 chopped beef
8.99 spare ribs
$25.34 total

3. Mary bought 2 cases of soda for the picnic that cost $7.34 each. She also bought 3 six-packs of soda that cost $1.89, $2.03, and $2.54. How much did she spend on drinks for the picnic?

$7.34
× 2
$14.68

$14.68
1.89
2.03
2.54
$ 21.14 total

Math Activity #7—Answers continued

Ms. Bender is in charge of the office expenses. On the chart that follows you will find a list of some expenses Mrs. Bender keeps for running the office. The chart helps her plan for future expenses and to keep the office running smoothly. Use the information in the chart to help you solve the problems.

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
Heat	$114.10	$120.36	$103.20	$84.51	$51.17	—	—	—	$34.27	$63.77	$89.45	$97.53
Electricity	39.77	36.15	35.23	30.36	29.43	39.87	51.30	50.56	30.78	34.73	38.10	39.36
Water	9.02	8.17	6.53	7.15	6.98	8.14	9.25	8.77	6.43	5.03	7.21	6.58
Typing Paper	26.33	28.43	27.14	21.23	25.04	29.37	20.73	31.43	29.29	24.01	19.29	25.62
Note Pads	8.76	7.73	6.02	9.16	8.43	5.01	3.89	6.21	7.43	6.31	7.50	8.26
Pencils	2.43	1.89	3.03	2.21	2.25	1.12	3.78	2.00	2.89	1.63	4.23	3.39

4. How much were office expenses in April?

$ 84.51
30.36
7.15
+ 21.23
9.16
2.21
$164.62

5. For what month of the year should Ms. Bender plan on spending the least amount of money? June

$ 39.87
8.14
+ 29.37
5.01
1.12
$ 83.51

6. How much did the office spend on pencils for the first 6 months of the year?

$2.43
1.89
3.03
+ 2.21
2.25
1.12
$12.93

Math Activity #7—Answers continued

7. From August to December Ms. Bender can count on spending more money for which item—water or note pads? notepads

$8.77
6.43
+ 5.03
7.21
6.58
$34.02 water

$6.21
7.43
+ 6.31
7.50
8.26
$35.71 notepads

$35.71
− 34.02
$ 1.69

8. In which month can the office expect to pay the most for heat, water, and electricity all together? February

Jan. $114.10
9.02
+ 39.77
$162.89

Feb. $120.36
8.17
+ 36.15
$164.68

Mar. $103.20
6.53
+ 35.23
$144.96

9. Can the office expect to spend more on electricity during the summer (June, July, August) or during the winter (December, January, February)? Summer

June $39.87
July + 51.30
Aug. 50.56
$141.73

Dec. $39.36
Jan. 39.77
Feb. 36.15
$115.28

10. Ms. Bender is making a budget for the coming year. What is the average amount she can plan on spending for typing paper for the office in 1 month?

$26.33
28.43
27.14
21.23
25.04
+ 29.37
20.73
31.43
29.29
24.01
19.29
25.62
$279.91

$23.325 rounded off $23.33
12 ⟌ $279.91

SS8 LESSON: RESPECTING RIGHTS OF OTHERS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify ways in which we may inhibit others' rights without intending to.
2. Describe the importance of respecting rights of others.

RESOURCES:

Required: 1. Copy of the *Bill of Rights* and *Declaration of Independence*
2. Employability Activity #8: BACKWARDS PUZZLE

Optional: 1. Copy of Civil Rights Act of 1965

TEACHER DELIVERY SYSTEM:

1. Teacher introduction
2. Class discussion
3. Role play

CONTENT OUTLINE:

I. Introduce concept of rights by referring to the *Bill of Rights* and the reason for its creation. Refer to the passage on "inalienable rights" from the *Declaration of Independence*.
   A. Discuss how these philosophies from our nation's beginnings influence our beliefs today on human rights.
   B. Compare to life in countries in which people have no rights.

II. Point out to students that having rights extends even to an interpersonal level. Have students list ways they respect the rights of others (right to privacy, right to fair treatment, right to consideration, right to respect).

III. Through class discussion, list ways in which we may interfere with others' rights at school, at home, at work.

IV. Working in groups, have students develop role-play situations to demonstrate items discussed above. In each case, ask students to change the situation to show respect of rights.

LEARNING ACTIVITIES:

1. How would you feel if your rights were not respected?
2. What are the possible consequences of continual denial of rights?
3. Have students complete Employability Activity #8: BACKWARDS PUZZLE.

EVALUATION:

1. Students will answer question: Why is it important to respect the rights of others?
2. Students will review vocabulary words and definitions in Employability Activity #8: BACKWARDS PUZZLE.

Socialization Skills

Employability Activity #8

BACKWARDS PUZZLE

There is a list of words at the bottom of the page. Match these words with their proper definition and write the word in the box.

The words in each definition are written backwards. Turn the word around and write the definition on the line.

Example:
hgih drager nevig
high regard given — honor

1. ot leef ro wohs ronoh
2. na dehsilbatse ediug ro noitaluger
3. elbatius ro dednetni rof eht elpoep ta egral
4. ot eulav ylhgih
5. a etilop ro suoetruoc tca
6. luferac thguoht ro noitnetta
7. roivaheb; yaw taht eno stca
8. ni ecnadrocca htiw ecitsuj

respect
courtesy
popular
right
conduct
esteem
rule
consideration

Name______________________________

Socialization Skills

Employability Activity #8—Answers

BACKWARDS PUZZLE

There is a list of words at the bottom of the page. Match these words with their proper definition and write the word in the box.

The words in each definition are written backwards. Turn the word around and write the definition on the line.

Example:
hgih drager nevig
high regard given
honor

1. ot leef ro wohs ronoh
to feel or show honor
respect

2. na dehsilbatse ediug ro noitaluger
an established guide or regulation
rule

3. elbatius ro dednetni rof eht elpoep ta egral suitable or
intended for the people at large
popular

4. ot eulav ylhgih
to value highly
esteem

5. a etilop ro suoetruoc tca
a polite or courteous act
courtesy

6. luferac thguoht ro noitnetta
careful thought or attention
consideration

7. roivaheb; yaw taht eno stca
behavior; way that one acts
conduct

8. ni ecnadrocca htiw ecitsuj
in accordance with justice
right

respect
courtesy
popular
right
conduct
esteem
rule
consideration

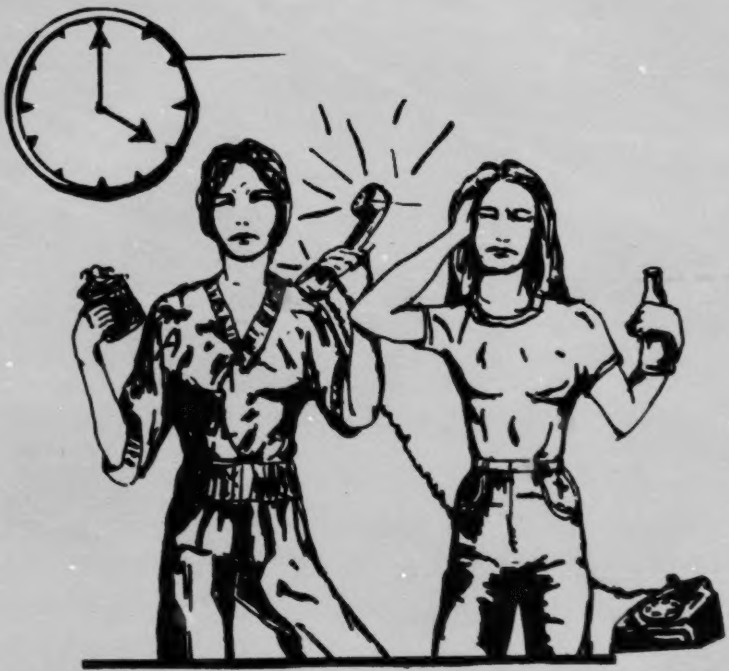
Socialization Skills

Reading Activity #8

Vocabulary: **popular, quality, stereo system, volume, considerate, disturbing, tenants, permitted**

IT'S MY STEREO—IT'S MY RIGHT!

Sherry and Jan lived in an apartment house near Wayne State College. Many of their neighbors were students. The two girls, though, worked at a shopping mall. They were very popular, and often friends and people from work came over to their parties. These parties sometimes would last until three or four in the morning. The girls didn't have to be at work until noon. Even noon was too early for them sometimes; they thought of themselves as night people.



Jan loved music. They both did, but Jan knew more about hi-fi. She read all the charts on sound systems from many different companies. She knew exactly what would give her the best quality sound at any volume. As you might guess, she had one of the best home stereo systems money could buy. She was proud of it, too. Jan didn't mind showing it off a little when friends came over. At their late-night parties, sometimes Jan and her roommate would put on the latest rock groups and turn the stereo up as loud as they could. The speakers could handle any volume. And soon they would get a call from a neighbor who was studying. Someone would turn it down. For a while this was fine, but then it would be turned up again.

There were many students in their building. The girls received calls almost every night. It was getting to be a habit. The angry neighbors called at all hours; some were trying to study, some were trying to sleep. Jan told Sherry that it was their freedom to do anything

Name______________________

Reading Activity #8 continued

they pleased. They had as much right to listen to music as the others had to sleep. Soon, the neighbors talked to the landlord and he put a note on their door. It said:

> Please try to be more considerate of your neighbors. Very loud music rings through this building and is disturbing to the other tenants. This is not permitted in your lease. You may be told to leave if this continues.
>
> Your Landlord,
>
> U. W. Smith

The next few days weren't too bad. On the weekend, though, the police came and warned them that they were disturbing the peace. They did not give them a fine but said that the next time it happened it would cost them $25.00. Jan argued that it was her right to play her stereo. She was cocky with them and slammed the door. The neighbors called them again during the week when there was a really loud and late party. Sherry hung up on them.

Two days later the landlord came to the door. He had the same policemen with him. He read the part of the lease that said that loud noise was not allowed. The police were there to make sure that the girls received the notice from Mr. Smith. They were ordered to leave because they broke their lease. Mr. Smith gave them two weeks to find another place to stay.

________________________________Name

Reading Activity #8 continued

How well did you read? Complete the following sentences.

1. Jan and Sherry wouldn't turn their music down because
   a. __________ the volume knob was broken.
   b. __________ they wanted to annoy the neighbors.
   c. __________ they felt they had a right to play it as loudly as they wanted.

2. The next thing that happened after the landlord left a note was
   a. __________ the police came.
   b. __________ one of the neighbors came to the door.
   c. __________ the landlord kicked them out.

3. The landlord could kick them out because
   a. __________ he didn't like them.
   b. __________ they had broken the rules of the lease.
   c. __________ they wouldn't pay their rent.

Fill in the blanks to complete the paragraphs below.

Sherry and Jan lived __________ an apartment house. They __________ at a shopping mall. __________ of their neighbors were __________ at the college.

Jan __________ music. She had a __________ stereo system and she __________ it really loud. She __________ Sherry liked to have __________ friends over for parties. __________ played the stereo late __________ night and early in __________ morning. The speakers were __________ enough to handle any __________.

The neighbors began to __________ about the noise. Jan __________ not care. She said __________ was their right to __________ the stereo as loud __________ they wanted. The landlord __________ them a note asking __________ to be more considerate. __________ police came to the __________ and warned them they __________ disturbing the peace.

They __________ not listen to the landlord __________ the police. Finally, the __________ came and brought the __________ with him. He told them they had broken the rules of the lease and they were being kicked out.

Name__________________________

Reading Activity #8—Answers

How well did you read? Complete the following sentences.

1. Jan and Sherry wouldn't turn their music down because
   a. ________ the volume knob was broken.
   b. ________ they wanted to annoy the neighbors.
   c. ___✓___ they felt they had a right to play it as loudly as they wanted.

2. The next thing that happened after the landlord left a note was
   a. ___✓___ the police came.
   b. ________ one of the neighbors came to the door.
   c. ________ the landlord kicked them out.

3. The landlord could kick them out because
   a. ________ he didn't like them.
   b. ___✓___ they had broken the rules of the lease.
   c. ________ they wouldn't pay their rent.

Fill in the blanks to complete the paragraphs below.

Sherry and Jan lived in an apartment house. They worked at a shopping mall. Many of their neighbors were students at the college.

Jan loved music. She had a good stereo system and she played it really loud. She and Sherry liked to have their friends over for parties. They played the stereo late at night and early in the morning. The speakers were good enough to handle any volume.

The neighbors began to complain about the noise. Jan did not care. She said it was their right to play the stereo as loud as they wanted. The landlord left them a note asking them to be more considerate. The police came to the apartment and warned them they were disturbing the peace.

They did not listen to the landlord or the police. Finally, the landlord came and brought the police with him. He told them they had broken the rules of the lease and they were being kicked out.

Math Activity #8

Vocabulary: **disturb, borrowed, albums**

This activity will give you practice with addition, subtraction, and multiplication.

(Show all of your work in the space provided.)

1. Jan and Sherry play their stereo late at night and disturb the neighbors. Their landlord fined them for being so noisy. The fine was $25.00 plus $2.50 every time one of the neighbors called him to complain about the noise. The day after they were fined, Jan and Sherry had a loud party. Eight neighbors called the landlord. How much did Jan and Sherry owe for the fine plus the phone calls?

2. Jan borrowed five albums from Dave. The albums cost $8.69 each at the Song Mart. Jan broke two of the albums, put a big scratch on one side of another, and lost the other two. She gave Dave $28.00 to pay for the albums. Did she give him enough money? (Explain your answer.)

Name______________________________

Math Activity #8 continued

3. Jim Brown lives next door to Jan and Sherry. He is kept awake each night by their music and parties. He has started to keep a chart of when they are loud and wake him up. Use this chart to answer the questions below the chart.

Went to sleep	Wakened by noise	Fell back to sleep	Got up next a.m.
Sunday 11:00 p.m.	1:00 a.m.	3:00 a.m.	6:30 a.m.
Monday 10:00 p.m.	10:30 p.m.	12:00 a.m.	7:00 a.m.
Tuesday 11:30 p.m.	2:30 a.m.	4:00 a.m.	7:15 a.m.

a. How many hours of sleep did Jim get Sunday night?

b. How many hours was Jim awake because of the noise on Tuesday night?

c. Which night did Jim get the most sleep?

d. Which night did he get the least sleep?

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______________________________Name

Socialization Skills

Math Activity #8—Answers

Vocabulary: **disturb, borrowed, albums**

This activity will give you practice with addition, subtraction, and multiplication.

(Show all of your work in the space provided.)

1. Jan and Sherry play their stereo late at night and disturb the neighbors. Their landlord fined them for being so noisy. The fine was $25.00 plus $2.50 every time one of the neighbors called him to complain about the noise. The day after they were fined, Jan and Sherry had a loud party. Eight neighbors called the landlord. How much did Jan and Sherry owe for the fine plus the phone calls?

$2.50 per call
× 8 calls
$20.00 for calls

$25.00 fine
+ 20.00 for calls
$\boxed{\$45.00}$ total

2. Jan borrowed five albums from Dave. The albums cost $8.69 each at the Song Mart. Jan broke two of the albums, put a big scratch on one side of another, and lost the other two. She gave Dave $28.00 to pay for the albums. Did she give him enough money? (Explain your answer.) $\boxed{\text{No}}$

$8.69 per album
× 5 albums
$43.46

$43.45
− 28.00
$15.45 short

Math Activity #8—Answers continued

3. Jim Brown lives next door to Jan and Sherry. He is kept awake each night by their music and parties. He has started to keep a chart of when they are loud and wake him up. Use this chart to answer the questions below the chart.

Went to sleep	Wakened by noise	Fell back to sleep	Got up next a.m.
Sunday 11:00 p.m.	1:00 a.m.	3:00 a.m.	6:30 a.m.
Monday 10:00 p.m.	10:30 p.m.	12:00 a.m.	7:00 a.m.
Tuesday 11:30 p.m.	2:30 a.m.	4:00 a.m.	7:15 a.m.

a. How many hours of sleep did Jim get Sunday night?

11:00 p.m. to 1:00 a.m. = 2 hours
3:00 a.m. to 6:30 a.m. = 3 1/2 hours
5 1/2 hours sleep

b. How many hours was Jim awake because of the noise on Tuesday night?

2:30 a.m. to 4:00 a.m. = 1 1/2 hours

c. Which night did Jim get the most sleep? Monday

Sun. 5 1/2 hours sleep
Mon. 7 1/2 hours sleep
Tues. 6 1/4 hours sleep

d. Which night did he get the least sleep? Sunday

SS9 LESSON: RESPONDING TO AUTHORITY

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain why and how he or she should respond to authority.

RESOURCES:

Required: 1. Employability Activity #9: ROLE PLAYING
Optional: 1. Videotape equipment

TEACHER DELIVERY SYSTEM:

1. Preview discussion/lecture lesson: *Acceptance of Authority*
2. Role playing
3. Actual situations (teacher observation)
4. Videotape presentation

CONTENT OUTLINE:

I. Introduction:
There are often times when a person of authority (e.g., boss, supervisor) will ask us to perform certain tasks. Some we will agree with and others we will not. How we respond is of utmost importance to how we will feel, and our response will also affect the type of future working relationship we will maintain.

II. Acceptable responses to authority:
  A. Agreement
  B. Expression of disagreement, shown tactfully and respectfully

III. Incorrect responses to authority:
  A. Unintelligible answer
  B. Ignoring
  C. Disobedience

LEARNING ACTIVITIES:

1. Role playing
2. Small group discussion
3. Viewing of videotaped interactions

EVALUATION:

1. Given a role-playing or realistic situation, the student will be able to demonstrate correct responses to authority consistently throughout the year.

Employability Activity #9

ROLE PLAYING

Situation 1:

1. Authority figure (boss or supervisor) tells worker to perform task (sweep floor, change jobs, help the other worker).

2. Worker responds as he/she feels appropriate.

   Correct responses:

   A. Agree: smiles, performs task
   B. Agree: asks for clarification, performs task

Situation 2:

1. Authority figure (boss or supervisor) tells worker to perform task that is clearly unsafe, out of proper sequence, or that worker is unable to do correctly.

2. Worker responds as he/she feels appropriate.

   Correct response:

   Worker tactfully expresses disagreement and reasons for disagreeing and completes task if order still stands—unless clearly unsafe.

________________________________Name

Employability Activity #9 continued

Situation 3:

1. Authority figure (boss or supervisor) persists in ordering worker to do all the undesirable tasks when there are other workers who could equally share in doing these jobs. In short, worker feels he/she is being treated unfairly.

2. Worker responds as he/she feels appropriate.

   Correct response:

   Worker performs task and waits until the shift/hours of work are finished before approaching boss/supervisor with his/her feeling. This should be done one to one. The worker discusses the problem tactfully.

Name________________________________

Reading Activity #9

Vocabulary: **custard, cigarette**

GET OFF MY BACK

I was fired today, but it really doesn't matter to me. I didn't like the job anyway. Really, the work wasn't too bad. I just couldn't get along with Mr. Hanley, my boss. He always had me doing the worst jobs. I was beginning to feel like I was his personal slave. Whenever there was something to be done that was dirty or extra hard, he'd say, "John, take care of that for me." I was getting sick of always being the one who had to "take care of" things for him. After all, there were six other people working for him.

The place where I worked was a frozen custard stand. In the back they sell hamburgers. I only started three months ago. Mr. Hanley had me cooking hamburgers and serving at the back windows. Anytime he would see me standing around he'd say, "John, take care of the trash for me." This meant I had to walk around the parking lot and pick up all the paper cups and straws and things. Just because the others had been working there longer than me, they didn't have to do that. I don't think that's right.

Another thing was the rest rooms. You know what that's like. Every morning: "John, how about taking care of the rest rooms." I was hired to cook French fries and hamburgers, not to be a janitor! Sometimes I would cook 20 hamburgers at a time. That way I would have enough ready so that I could take a break just for a little while. You know, I'd have a cigarette or something. But no, as soon as Mr. Hanley saw me sitting down it was, "Take care of the windows," or "Take care of the Coke machine."

Finally it came to a show down. Mr. Hanley called me into his office. He said some of the other employees had told him I was unhappy. So I told him that I shouldn't have to do all the dirty work. "It's part of the job," he said. I asked him why none of the others had to do the extra jobs. He said that the longer you work for him, the better the jobs you get. He also told me that the next time something was bothering me I should tell him right away.

All my anger was really built up. As I walked out of his office, Mr. Hanley told me to mop the kitchen. I flew off the handle and told him "No!" He smiled and told me to calm down. I said, "Will you quit dumping your rotten jobs on me? I'm not your flunky! Get off my back!" Everyone in the whole place heard this.

Mr. Hanley stood there, stared for a minute, and then said, "John, punch the time clock; you're fired."

By that time, I didn't even care. It wasn't right for him to expect me to do that much. I had to let him know how I felt. Anyone would. Wouldn't you?

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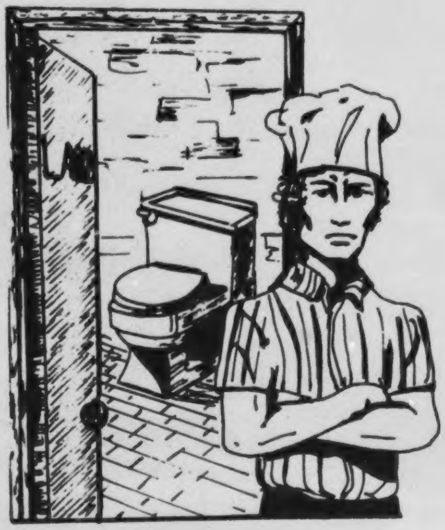
Reading Activity #9 continued

How well did you read? Complete the following sentences.

1. At work, John had to
   a. __________ park the cars.
   b. __________ sit around with nothing to do.
   c. __________ do all the extra jobs.

2. The boss knew John was unhappy because
   a. __________ John never smiled.
   b. __________ the other employees told him so.
   c. __________ John said he was going to quit.

3. The boss fired John because
   a. __________ John talked back to him.
   b. __________ John was lazy.
   c. __________ John didn't like doing all the extra work.



Name____

Reading Activity #9 continued

Use words from the story to answer the following and fill in the puzzle.

1. People who work for Mr. Hanley. ______________________________
2. John worked at a __________ stand.
3. John cooked __________.
4. Word that means you lost your job. ______________________________
5. John was __________ because he always had to do the odd jobs.

```
3                           1
___ ___ ___ ___ ___ ___ ___ ___ ___ ___

                             M
            5
            ___ ___ ___ ___ ___ ___ ___

                             L

                            ___

                             Y
                4
                ___ ___ ___ ___ ___

                            ___
                    2
                    ___ ___ ___ ___ ___ ___ ___
```

______________________________ Name

Reading Activity #9—Answers

How well did you read? Complete the following sentences.

1. At work, John had to
   a. ________ park the cars.
   b. ________ sit around with nothing to do.
   c. ___✓___ do all the extra jobs.

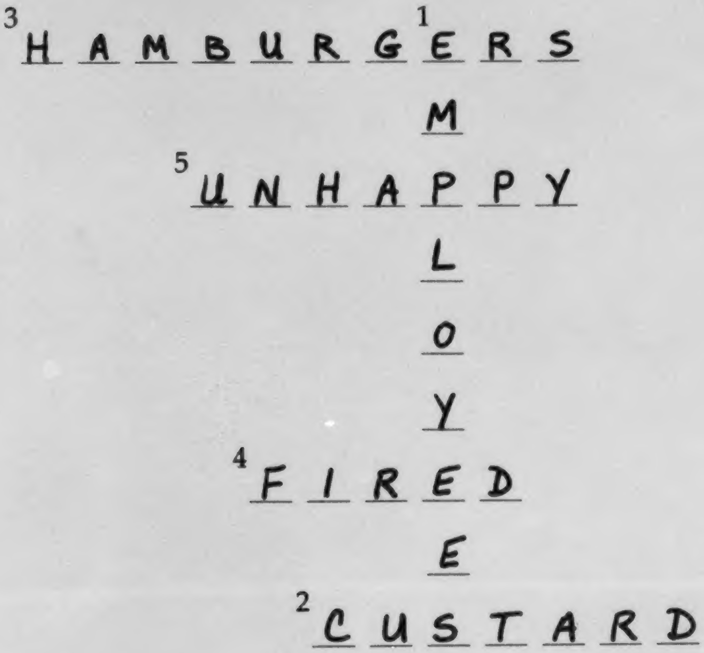
2. The boss knew John was unhappy because
   a. ________ John said he was going to quit.
   b. ___✓___ the other employees told him so.
   c. ________ John said he was going to quit.

3. The boss fired John because
   a. ___✓___ John talked back to him.
   b. ________ John was lazy.
   c. ________ John didn't like doing all the extra work.

Reading Activity #9—Answers continued

Use words from the story to answer the following and fill in the puzzle.

1. People who work for Mr. Hanley. ______________________________
2. John worked at a __________ stand.
3. John cooked __________.
4. Word that means you lost your job. ______________________________
5. John was __________ because he always had to do the odd jobs.


3 HAMBURGERS
1 EMPLOYEE
5 UNHAPPY
4 FIRED
2 CUSTARD

146

Math Activity #9

Vocabulary: **quarter-pound, ounces**

This activity will give you practice with multiplication, division, and weights.

(Show all of your work in the space provided.)

1. Mr.Hanley tells his employees that all hamburger patties must weigh one quarter-pound. One pound equals 16 ounces.
   a. How many ounces are there in a quarter-pound?
   b. How many quarter-pound hamburgers can be made from 10 pounds of hamburger?
   c. Ten pounds of hamburger costs $19.20. How much does each quarter-pound hamburger cost?

2. John orders hamburger rolls for Mr. Hanley by the "gross." A "gross" equals 144. If a "gross" of rolls costs $28.80, how much does each roll cost?

Name____________________________________

Math Activity #9 continued

3. Mr. Hanley told John to always slice a pound of cheese to get 32 slices. John found that he could nearly always slice a pound of cheese to get 32 slices. If a pound of cheese costs $2.56, how much does each slice cost?

4. John can make 50 hamburgers in an hour. Mr. Hanley pays John $3.25 per hour. How much does Mr. Hanley pay John for each hamburger he makes?

5. Mr. Hanley wants to know how much he should charge for a cheeseburger. To do this, he needs to know how much it costs him to make one cheeseburger. Use the answers to questions 1c through 4 to find out what each cheeseburger costs Mr. Hanley.

__________________________________Name

Math Activity #9—Answers

Vocabulary: **quarter-pound, ounces**

This activity will give you practice with multiplication, division, and weights.

(Show all of your work in the space provided.)

1. Mr. Hanley tells his employees that all hamburger patties must weigh one quarter-pound. One pound equals 16 ounces.

   a. How many ounces are there in a quarter-pound?

   16 oz. ÷ 1/4 = $\boxed{4 \text{ oz.}}$

   b. How many quarter-pound hamburgers can be made from 10 pounds of hamburger?

   4 hamburgers per pound
   4) 16 oz.

   10 pounds
   x 4 per pound
   $\boxed{40 \text{ hamburgers}}$

   c. Ten pounds of hamburger costs $19.20. How much does each quarter-pound hamburger cost?

   $\boxed{\$.48}$ per quarter-pound hamburger
   40) $19.20

2. John orders hamburger rolls for Mr. Hanley by the "gross." A "gross" equals 144. If a "gross" of rolls costs $28.80, how much does each roll cost?

   $\boxed{\$.20}$ per roll
   144) $28.80

Math Activity #9—Answers continued

3. Mr. Hanley told John to always slice a pound of cheese to get 32 slices. John found that he could nearly always slice a pound of cheese to get 32 slices. If a pound of cheese costs $2.56, how much does each slice cost?

$$\begin{array}{l} \quad\ \boxed{\$.08}\text{ per slice} \\ 32\overline{)\$2.56} \end{array}$$

4. John can make 50 hamburgers in an hour. Mr. Hanley pays John $3.25 per hour. How much does Mr. Hanley pay John for each hamburger he makes?

$$\begin{array}{l} \quad\ \boxed{\$.065}\text{ or nearly } \boxed{\$.07}\text{ per hamburger} \\ 50\overline{)\$3.25} \end{array}$$

5. Mr. Hanley wants to know how much he should charge for a cheeseburger. To do this, he needs to know how much it costs him to make one cheeseburger. Use the answers to questions 1c through 4 to find out what each cheeseburger costs Mr. Hanley.

$$\begin{array}{rl} \$.48 & \text{hamburger} \\ .20 & \text{roll} \\ .08 & \text{cheese} \\ .07 & \text{labor} \\ \hline \boxed{\$.83} & \text{total cost} \end{array}$$

Math Activity #9—Metric

Vocabulary: **kilograms (kg), grams (g)**

This activity will give you practice with multiplication, division, and weights.

(Show all of your work in the space provided.)

1. Mr. Hanley tells his employees that all hamburger patties must weigh .12 kg (1,000 g equals 1 kg).
   a. How many grams are there in .12 kg?
   b. How many .12-kg hamburgers can be made from 5 kg of ground beef?
   c. Five kilograms of hamburger costs $19.20. How much does .12 kg of hamburger cost?
2. John orders hamburger rolls for Mr. Hanley by the "gross." A "gross" equals 144. If a "gross" of rolls costs $28.80, how much does each roll cost?

Name______________________________

Math Activity #9—Metric continued

3. Mr. Hanley told John to always slice .5 kg of cheese to get 32 slices. John found that he could nearly always slice .5 kg of cheese to get 32 slices. If .5 kg of cheese costs $2.56, how much does each slice cost?

4. John can make 50 hamburgers in an hour. Mr. Hanley pays John $3.25 per hour. How much does Mr. Hanley pay John for each hamburger he makes?

5. Mr. Hanley wants to know how much he should charge for a cheeseburger. To do this, he needs to know how much it costs him to make one cheeseburger. Use the answers to questions 1c through 4 to find out what each cheeseburger costs Mr. Hanley.

____________________________Name

Math Activity #9—Metric Answers

Vocabulary: **kilograms (kg), grams (g)**

This activity will give you practice with multiplication, division, and weights.

(Show all of your work in the space provided.)

1. Mr. Hanley tells his employees that all hamburger patties must weigh .12 kg (1,000 g equals 1 kg).

   a. How many grams are there in .12 kg?

   1,000 x 12 = 120 g

   b. How many .12-kg hamburgers can be made from 5 kg of ground beef?

   $$\begin{array}{r} 41.7 \\ .12\overline{)5\text{ kg}} \end{array}$$

   41.7

   c. Five kilograms of hamburger costs $19.20. How much does .12 kg of hamburger cost?

   $$\begin{array}{r} .46 \\ 41.7\overline{)19.20} \end{array}$$

   $.46 or 46¢

2. John orders hamburger rolls for Mr. Hanley by the "gross." A "gross" equals 144. If a "gross" of rolls costs $28.80, how much does each roll cost?

   $$\begin{array}{r} .20 \\ 144\overline{)28.80} \end{array}$$

   $.20 or 20¢

Math Activity #9—Metric Answers continued

3. Mr. Hanley told John to always slice .5 kg of cheese to get 32 slices. John found that he could nearly always slice .5 kg of cheese to get 32 slices. If .5 kg of cheese costs $2.56, how much does each slice cost?

$$\begin{array}{r} .08 \\ 32\overline{)2.56} \end{array} \qquad \boxed{\$.08} \text{ or } \boxed{8¢}$$

4. John can make 50 hamburgers in an hour. Mr. Hanley pays John $3.25 per hour. How much does Mr. Hanley pay John for each hamburger he makes?

$$\begin{array}{r} \$.065 \\ 50\overline{)3.25} \end{array} \qquad \boxed{6.5¢ \text{ or } 7¢}$$

5. Mr. Hanley wants to know how much he should charge for a cheeseburger. To do this, he needs to know how much it costs him to make one cheeseburger. Use the answers to questions 1c through 4 to find out what each cheeseburger costs Mr. Hanley.

$$\begin{array}{r} .46 \\ .20 \\ .08 \\ .065 \\ \hline .805 \end{array} \qquad \boxed{80.5¢ \text{ or } 81¢}$$

SS10 LESSON: ACCEPTANCE OF AUTHORITY

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Demonstrate the proper acceptance of duties given by a superior in a job situation.

RESOURCES:

Required: 1. Employability Activity #10: ROLE PLAYING
2. Employability Activity #10: VOCABULARY PUZZLE

TEACHER DELIVERY SYSTEM:

1. Group discussion
2. Role playing
3. Actual situations in classroom, shop, and/or school

CONTENT OUTLINE:

I. Definition of *proper authority*
II. Orders from boss
III. Orders from co-worker
IV. Orders from buddy

LEARNING ACTIVITIES:

1. Have students complete Employability Activity #10: ROLE PLAYING.
2. Start small group discussion of students' previous experiences. (Teacher should feel free to address this topic throughout the year when real-life situations present themselves.)
3. Have students complete Employability Activity #10: VOCABULARY PUZZLE.

EVALUATION:

1. Given a role-playing or realistic situation, the student will be able to decide whether an order (written or verbal) is given by the proper authority correctly and consistently throughout the school year.
2. Students will discuss the vocabulary words in Employability Activity #10: VOCABULARY PUZZLE.

Employability Activity #10

ROLE PLAYING

Situation 1:

You are working in a textile mill. You have to stand behind your weaving machine while it's in operation. Every 2 hours you get a 10-minute break, and you get 40 minutes for lunch. The supervisor walks up and down the rows of machines checking your work. Mark, who works in your row, tells you to switch yarn colors in your machine. Mark is a good worker and usually knows what the boss wants. However, if you switch colors and the boss doesn't really want you to, you would be in big trouble.

Cast: supervisor, Mark, worker

Situation 2:

You have been promoted to supervisor at the textile mill. You like the extra responsibility and money, but you now have to give orders to your friends, the people you used to work with. One day the boss tells you that a whole order was done wrong and will have to be done again. The mistake is a small one and you don't really see why the work needs to be done again. When you give the order to the workers, they complain. Some of them ask you to try to get the boss to change the order.

Cast: supervisor, four workers

______________________________Name

Socialization Skills

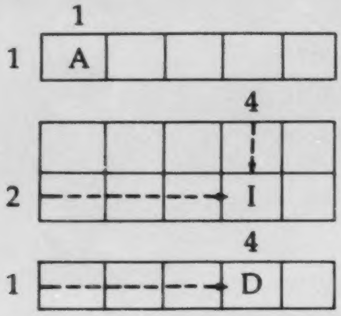
SS10 LESSON: ACCEPTANCE OF AUTHORITY

Employability Activity #10

VOCABULARY PUZZLE

To solve these problems use the chart below.

Example:



11 Becomes A

24 Becomes I

14 Becomes D

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z

11-24-14 Becomes AID

Change the numbers into vocabulary words.

1. to feel or show honor 43-15-44-41-15-13-45 ____________________
2. favor, approval 13-35-51-43-45-15-44-54 ____________________
3. the power to give commands 11-51-45-23-35-43-24-45-54 ____________________
4. the power of persons to affect others 24-34-21-32-51-15-34-13-15 ____________________
5. determine the worth of 15-52-11-32-51-11-45-15 ____________________
6. person hired by another 15-33-41-32-35-54-15-15 ____________________
7. trustworthy, reliable 14-15-41-15-34-14-11-12-32-15 ____________________
8. manager, director 44-51-41-15-43-52-24-44-35-43 ____________________
9. knowledge, information given 24-34-44-45-43-51-13-45-24-35-34 ____________________
10. authority or power 25-51-43-24-44-14-24-13-45-24-35-34 ____________________

Name____________________

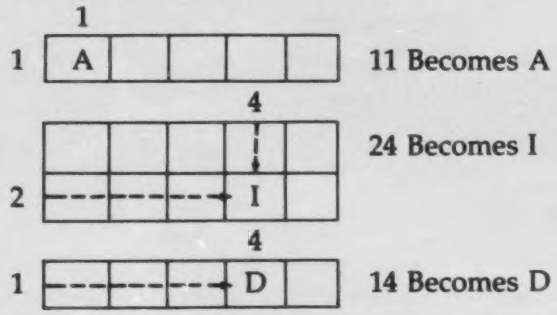
Socialization Skills

Employability Activity #10—Answers

VOCABULARY PUZZLE

To solve these problems use the chart below.

Example:



11-24-14 Becomes AID

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z

Change the numbers into vocabulary words.

1. to feel or show honor 43-15-44-41-15-13-45
   respect
2. favor, approval 13-35-51-43-45-15-44-54
   courtesy
3. the power to give commands 11-51-45-23-35-43-24-45-54
   authority
4. the power of persons to affect others 24-34-21-32-51-15-34-13-15
   influence
5. determine the worth of 15-52-11-32-51-11-45-15
   evaluate
6. person hired by another 15-33-41-32-35-54-15-15
   employee
7. trustworthy, reliable 14-15-41-15-34-14-11-12-32-15
   dependable
8. manager, director 44-51-41-15-43-52-24-44-35-43
   supervisor
9. knowledge, information given 24-34-44-45-43-51-13-45-24-35-34
   instruction
10. authority or power 25-51-43-24-44-14-24-13-45-24-35-34
   jurisdiction

Reading Activity #10

Vocabulary: **construction, condominiums, popular, condos, site, supervisor, concrete, column, relaying, assumed, guarantee**

WHO'S THE BOSS HERE?

Let me tell you a little story. You can take it anyway you want. You might see something in it that could come in handy at some time in your life. Maybe if someone had told me a story like this, I wouldn't have messed things up so badly.

I was working for a construction outfit in Florida. It was close to Pompano Beach. They were building "condos" like crazy. That means condominiums, but hardly anybody called them that—too long a word. Anyway, these are apartment buildings. People, instead of renting, buy their apartments. This was a very popular way of doing things there. All up and down Federal Highway and Sample Road you could find almost a hundred of these condos going up.

Now, the most important reason for building a condo is that it doesn't use up much space. You can put 20 "units" together in one building the size of an apartment house. The second is that they can be built in about two months—foundation to chimney—complete. This means that there is a lot of money to be made. Each apartment or "unit" costs almost as much as a house. And when you can build 20 in two months, we're talking about quick cash.

As you might have guessed, everything was in a rush on the job site. The supervisor made our boss push us pretty hard. That's kind of rough on a person in the Florida sun in the summer. But the pay was real good, so we didn't mind too much.

There were times when I thought the supervisor was skimping. I mean that he was not doing all the things the blueprints called for. I knew, for instance, that there wasn't enough concrete in the patios. The plans called for five inches. I think we poured three, maybe three and a half. I couldn't really tell whether he was cheating or not. That's what got me into trouble.

Every concrete column and beam has steel bars in it to keep it from cracking. I was building the form for one of these, and we were in a hurry. The forms were made of plywood, and the concrete was poured right into it. After it hardened, the wood was removed. As I was putting the steel bars in a form, one of the other workers yelled to me. He said that the concrete trucks were on the way. "Forget about the steel," he said. Knowing how the company often cut corners, I thought that he was sending orders from the boss. I left it alone and forgot all about it. We poured the concrete that afternoon. In fact, *I* did the pouring.

Name________________________________

Reading Activity #10 continued

That was on Friday. I was fired on Monday. When we took the forms off of that concrete, half of it crumbled. It couldn't hold its own weight. Pulling the plywood off caused it to crack. The supervisor yelled and screamed and told me how much money it cost him. He said I should have known better—never leave the steel out. I told him I just assumed it was another way of saving money for the company.

It cost him a few hundred dollars; it cost me my job. I don't think I'll be too quick to assume any instructions from now on. I should have known better than to listen to that other worker. I should have checked with the boss. Oh well—stupid mistake—it won't happen again. I guarantee it.

______________________________Name

Reading Activity #10 continued

How well did you read? Complete the following sentences.

1. Condominiums are
   a. ________ houses people rent.
   b. ________ apartments people buy.
   c. ________ homes on wheels.

2. The concrete columns in the condominiums
   a. ________ were reinforced with steel.
   b. ________ often crumbled in warm weather.
   c. ________ were strong enough to stand without being reinforced.

3. The worker was fired because
   a. ________ he listened to another worker.
   b. ________ he didn't know how to build condominiums.
   c. ________ he was lazy.

Use the following vocabulary words to fill in the blanks in the sentences below. Not all the words will be used.

construction
condominium
popular
site
supervisor
concrete
column
assumed
guarantee
relaying

1. This empty field is the ____________ of our town's new shopping mall.
2. The army marched in a single, straight ____________ through the forest.
3. The weatherman can ____________ us a sunny day tomorrow.
4. The ____________ of the new highway caused a traffic jam.
5. Instead of renting an apartment, my uncle bought a ____________ by the ocean.
6. Soccer is a ____________ sport in South America.
7. The ____________ in our office has six people working under her.
8. The workmen poured ____________ for the foundation of the building.

Name________________________________

Socialization
Skills

Reading Activity #10—Answers

How well did you read? Complete the following sentences.

1. Condominiums are
   a. ________ houses people rent.
   b. ___✓___ apartments people buy.
   c. ________ homes on wheels.

2. The concrete columns in the condominiums
   a. ___✓___ were reinforced with steel.
   b. ________ often crumbled in warm weather.
   c. ________ were strong enough to stand without being reinforced.

3. The worker was fired because
   a. ___✓___ he listened to another worker.
   b. ________ he didn't know how to build condominiums.
   c. ________ he was lazy.

Use the following vocabulary words to fill in the blanks in the sentences below. Not all the words will be used.

construction
condominium
popular
site
supervisor
concrete
column
assumed
guarantee
relaying

1. This empty field is the ___site___ of our town's new shopping mall.
2. The army marched in a single, straight ___column___ through the forest.
3. The weatherman can ___guarantee___ us a sunny day tomorrow.
4. The ___construction___ of the new highway caused a traffic jam.
5. Instead of renting an apartment, my uncle bought a ___condominium___ by the ocean.
6. Soccer is a ___popular___ sport in South America.
7. The ___supervisor___ in our office has six people working under her.
8. The workmen poured ___concrete___ for the foundation of the building.

Socialization Skills

Math Activity #10

Vocabulary: **construction, concrete, patios, thickness, replace**

This activity will give you practice with addition, subtraction, multiplication, and making a chart.

(Show all of your work in the space provided.)

1. Don worked on a construction crew laying concrete patios. His boss always told the workers to pour the patios to a thickness of 1/2 foot. To figure the amount of concrete used in a patio you multiply the thickness by the area to get cubic feet.

   a. Use the information provided in the chart below and fill in the column marked "Cubic Feet."

Patio Thickness	Area	Amount of Concrete (Cubic Feet)	Cost
1/2 foot	42 sq. feet		
1/3 foot	42 sq. feet		

   b. Don thinks a 1/3 foot thickness would make just as good a patio. He knows it would be cheaper. If it costs $6.00 for a cubic foot of concrete, find out how much each patio would cost. Fill in the chart.

   c. How much cheaper would it be to pour a 1/3 foot thick patio?

Name________________________________

Math Activity #10 continued

2. Don's boss says a 1/3 foot thick patio is a waste of money because it cracks too easily and has to be replaced. It costs $100 to tear out a cracked patio. How much would it cost to lay a 1/3 foot thick patio, tear it out, and replace it with a 1/2 foot thick patio?

________________________________Name

Socialization Skills

Math Activity #10—Answers

Vocabulary: **construction, concrete, patios, thickness, replace**

This activity will give you practice with addition, subtraction, multiplication, and making a chart.

(Show all of your work in the space provided.)

1. Don worked on a construction crew laying concrete patios. His boss always told the workers to pour the patios to a thickness of 1/2 foot. To figure the amount of concrete used in a patio you multiply the thickness by the area to get cubic feet.

   a. Use the information provided in the chart below and fill in the column marked "Cubic Feet."

Patio Thickness	Area	Amount of Concrete (Cubic Feet)	Cost
1/2 foot	42 sq. feet	21 cubic feet	$126.00
1/3 foot	42 sq. feet	14 cubic feet	$84.00

$$\begin{array}{r} 42 \\ \times \frac{1}{2} \\ \hline 21 \end{array} \qquad \begin{array}{r} 42 \\ \times \frac{1}{3} \\ \hline 14 \end{array}$$

   b. Don thinks a 1/3 foot thickness would make just as good a patio. He knows it would be cheaper. If it costs $6.00 for a cubic foot of concrete, find out how much each patio would cost. Fill in the chart.

$$\begin{array}{l} 21 \text{ cubic feet} \\ \times\ 6 \\ \hline \$126 \end{array} \qquad \begin{array}{l} 14 \text{ cubic feet} \\ \times\ 6 \\ \hline \$84 \end{array}$$

   c. How much cheaper would it be to pour a 1/3 foot thick patio?

$$\begin{array}{r} 126.00 \\ -\ 84.00 \\ \hline \$42.00 \end{array}$$

Math Activity #10—Answers continued

2. Don's boss says a 1/3 foot thick patio is a waste of money because it cracks too easily and has to be replaced. It costs $100 to tear out a cracked patio. How much would it cost to lay a 1/3 foot thick patio, tear it out, and replace it with a 1/2 foot thick patio?

84.00 — 1/3 foot thick patio
100.00 — tear out cracked patio
126.00 — 1/2 foot thick patio
$ 310.00 — total cost

Socialization Skills

Math Activity #10—Metric

Vocabulary: **concrete, construction, patios, thickness, replace, square decimeter (sq. dm), cubic decimeter (cu dm)**

This activity will give you practice with addition, subtraction, multiplication, and making a chart.

(Show all of your work in the space provided.)

1. Don worked on a construction crew laying concrete patios. His boss always told the workers to pour the patios to a thickness of 1.5 dm. To figure the amount of concrete used in a patio you multiply the thickness by the area to get cubic decimeters.

   a. Use the information provided in the chart below and fill in the column marked "Cubic Decimeters."

Patio Thickness	Area	Amount of Concrete (Cubic Decimeters)	Cost
1.5 dm	390 sq. dm		
1.0 dm	390 sq. dm		

   b. Don thinks a 1.0 dm thickness would make just as good a patio. He knows it would be cheaper. If it costs $.30 for 1 cu dm of concrete, find out how much each patio would cost. Fill in the chart.

   c. How much cheaper would it be to pour a 1.0 dm thick patio?

Name________________________________

Math Activity #10—Metric continued

2. Don's boss says a 1.0 dm thick patio is a waste of money because it cracks too easily and has to be replaced. It costs $100 to tear out a cracked patio. How much would it cost to lay a 1.0 dm thick patio, tear it out, and replace it with a 1.5 dm thick patio? (Refer to your answer in 1a.)

______________________________Name

Socialization Skills

Math Activity #10—Metric Answers

Vocabulary: **concrete, construction, patios, thickness, replace, square decimeter (sq. dm), cubic decimeter (cu dm)**

This activity will give you practice with addition, subtraction, multiplication, and making a chart.

(Show all of your work in the space provided.)

1. Don worked on a construction crew laying concrete patios. His boss always told the workers to pour the patios to a thickness of 1.5 dm. To figure the amount of concrete used in a patio you multiply the thickness by the area to get cubic decimeters.

   a. Use the information provided in the chart below and fill in the column marked "Cubic Decimeters."

Patio Thickness	Area	Amount of Concrete (Cubic Decimeters)	Cost
1.5 dm	390 sq. dm	585 cu dm	$175.50
1.0 dm	390 sq. dm	390 cu dm	$117.00

   b. Don thinks a 1.0 dm thickness would make just as good a patio. He knows it would be cheaper. If it costs $.30 for 1 cu dm of concrete, find out how much each patio would cost. Fill in the chart.

585
x .30
$175.50

390
x .30
$117.00

   c. How much cheaper would it be to pour a 1.0 dm thick patio?

175.50
117.00
$53.50

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Math Activity #10—Metric Answers continued

2. Don's boss says a 1.0 dm thick patio is a waste of money because it cracks too easily and has to be replaced. It costs $100 to tear out a cracked patio. How much would it cost to lay a 1.0 dm thick patio, tear it out, and replace it with a 1.5 dm thick patio? (Refer to your answer in 1a.)

117.00 — 1.0 dm thick patio
100.00 — tear out cracked patio
175.50 — 1.5 dm thick patio

$\boxed{\$392.50}$

SS11 LESSON: USE OF LEISURE TIME

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Demonstrate an appreciation for utilizing leizure time in a productive manner according to individual preference.

RESOURCES:

Required: 1. Employability Activity #11: CHECKLIST
Optional: 1. Jr. Chamber of Commerce Materials
2. YMCA Materials/Field Trip
3. YWCA Materials/Field Trip
4. Recreation Department Personnel
5. Summer Camp Directors
6. Museum Directors
7. Zoo Directors
8. Athletic Directors
9. Film Library Materials
10. Book Library Materials/Field Trip
11. Miscellaneous Sources

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Lecture

CONTENT OUTLINE:

I. When not at work, the way we make use of our leisure time can be most important on how productive and enjoyable our lives can be:
   A. Ask students—What is leisure time?
   B. Discuss why it is or is not important to enjoy our leisure time.

II. Survey of class: Have students list what they normally do with free time:
   A. At initial meeting to find out what students presently have to do, how much time they spend doing it, and how much enjoyment they get from each activity.
   B. Discuss results.

III. Benefits of leisure:
   A. Relaxation
   B. Broadening interests
   C. Meeting new people

IV. Types of leisure:
   A. Academic
   B. Athletic
   C. Recreational
   D. Cultural
   E. Hobbies
   F. Others

V. Students chart a week of using their leisure time, attempt to follow it, report and discuss experiences.

LEARNING ACTIVITIES:

Have students:

1. Complete Employability Activity #11: CHECKLIST.
2. Join the field trips (optional).
3. Chart a week of using their leisure time, follow it, and report and discuss their experience in the class.

EVALUATION:

1. Student will list five important benefits for proper use of leisure time.
2. Student will list five different types of leisure.

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______________________________Name

Socialization Skills

Employability Activity #11

CHECKLIST

Initially: How do you use your free time? Check (√) one box for each activity.

Finally: If you had the chance, how would you use your free time?

Academic	Never	Seldom	Sometimes	Often	Usually	Average Hours/Week
Read a book						
Read a newspaper						
Attend a lecture						
Athletic						
Play on a school team						
Play on a rec. team						
Play on a pick-up team						
Recreational						
Go camping						
Go fishing						
Go hiking						
Go swimming						
Go skiing						
Cultural						
Go to a movie						
Go to a play						
Go to a concert						
Go to a museum						
Go to a zoo						

Name______________________________

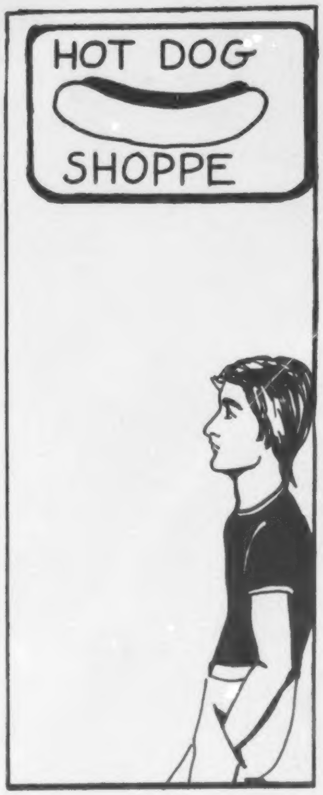
Employability Activity #11 continued

Hobbies	Never	Seldom	Sometimes	Often	Usually	Average Hours/Week
Others Watch TV						
Hang out						
Do nothing						

Reading Activity #11

Vocabulary: **league, recreational, routine, excuses, exactly**

WHERE DOES ALL THE TIME GO?



"Hey Louie, what's happening?"

"In Fallston? Are you kidding, Harold?"

"I haven't seen you for a couple weeks."

"You haven't been walking up and down Third Avenue and hanging out by the Hot Dog Shoppe. I'm telling you, this town's a drag. Frank, over there in the Hot Dog Shoppe, gave me free coffee. Sometimes we go for a beer. Other than that it's really boring. Where have you been keeping yourself?"

"Well, after softball season, I joined a bowling league. You should see that. I have a 120 average. Really no one on the team is very good. It's just for fun. You know, you should join a league—aw, but it's too late now. They are halfway through the season."

"Yeah, it's always too late. Besides, I don't really like bowling."

"Well, there's the recreational basketball program at the high school gym. You used to be pretty good. Ever think of that?"

"I didn't even know they had one. How did you know about it?" Louie asked.

"It's in the newspaper—local sports section. Jim Brown and Terry . . . what's his name?"

"You mean Daugherty?" Louie said.

"Yeah, they're both in that program."

"Oh, I'd like to check it out, but I don't have much time."

"You're crazy!" Harold said.

"No sir. Once I get off work—about five—I take a shower, eat, and then, before you know it, it's nine o'clock. So I walk uptown and bum around."

Name______________________________

Reading Activity #11 continued

"You have to learn to budget your time. It doesn't take you four hours to eat and shower."

"Oh, sometimes I watch quiz shows on TV," Louie said.

"Why don't you put yourself on a daily routine? That way you can find out exactly where your time goes. Just list your activities each day, and how much time you spend on each. I'll bet you could find time for the basketball program. And if you can't get in that program, check out the YMCA. I was reading a list of things they have up there. There's swimming, Ping Pong, card clubs, weight lifting—just about anything you'd want to do."

"I really don't have anyone to go with. I hate to just go by myself."

"Louie, you turkey, you're just feeling sorry for yourself and making excuses. Just go *once,* and I'll bet you'll meet people who go all the time. Try it. It's a lot better than coffee at the Hot Dog Shoppe!"

_______________________Name

Reading Activity #11 continued

How well did you read? Complete the following sentences.

1. Louie
   a. __________ bowls and plays softball
   b. __________ hangs out at the Hot Dog Shoppe.
   c. __________ keeps very busy.

2. One of Louie's excuses for not doing anything is
   a. __________ he doesn't have any money.
   b. __________ he likes to stay home and read.
   c. __________ he doesn't have enough time.

Fill in the blanks to complete the paragraphs below.

Louie thinks Fallston is a boring place to live. __________ spends most of his __________ at the Hot Dog __________. He works until five. __________ he gets home, he __________ a shower and eats __________. Some evenings he watches __________.

His friend Harold likes __________ keep busy. He tells __________ some of the things __________ are to do. Harold __________ on a softball team. __________ that was over, he __________ a bowling league. He __________ not very good, but __________ is just for fun. __________ tells Louie about the __________. There are a lot of __________ to do there like __________, Ping Pong, and weight lifting. Harold says that these things would be a lot more interesting than the Hot Dog Shoppe and are a good way to meet people.

Name______________________________

Reading Activity #11—Answers

How well did you read? Complete the following sentences.

1. Louie
   a. ________ bowls and plays softball.
   b. ✓ hangs out at the Hot Dog Shoppe.
   c. ________ keeps very busy.

2. One of Louie's excuses for not doing anything is
   a. ________ he doesn't have any money.
   b. ________ he likes to stay home and read.
   c. ✓ he doesn't have enough time.

Fill in the blanks to complete the paragraphs below.

Louie thinks Fallston is a boring place to live. He spends most of his time at the Hot Dog Shoppe. He works until five. When he gets home, he takes a shower and eats dinner. Some evenings he watches television.

His friend Harold likes to keep busy. He tells Louie some of the things there are to do. Harold played on a softball team. After that was over, he joined a bowling league. He is not very good, but it is just for fun. Harold tells Louie about the Y.M.C.A. There are a lot of things to do there like swimming, Ping Pong, and weight lifting. Harold says that these things would be a lot more interesting than the Hot Dog Shoppe and are a good way to meet people.

Socialization Skills

Math Activity #11

Vocabulary: **schedule, organized, cafeteria**

This activity will give you practice with reading schedules and working with time.

(Show all of your work in the space provided.)

Harold is so organized he even makes himself a schedule each week. Below is a schedule he made for himself for one week in October. Use it to answer the questions that follow.

		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
A.M.	7:00		Jog w Ann	Jog w Fido		Jog alone		
	8:00	Jog w Bill	Work	Work	Work	Work	TGIF! Work	
	9:00	Read the Sunday Paper						Wash and wax car
	10:00		Meeting w Ms. O'dell					
	11:00			Wilson files due				
	12:00	Dinner at Mom's	Lunch out w Terri	Lunch out w Sam	Lunch in cafeteria	Lunch in cafeteria	Lunch w Mr. Wilson	Take Ann to football game
P.M.	1:00							
	2:00	Touch football at Barker's Field	Call VM Inc.		Meet w L. J. Barnes		Talk to computer programmer	
	3:00			Meet w J. Henderson		Call Wilsons in NY		
	4:00							
	5:00		Work out at YMCA	Supper at McDonald's		Supper at McDonald's	Swim at YMCA	
	6:00	Supper at home		Volleyball game vs. The Spikers	Supper at Mom's	Woodworking class at high school	Basketball game	Supper at home
	7:00	Watch ↓ TV	Supper & read the evening paper		Play chess w Dad			Take Ann to Movies
	8:00			Stop at Tony's with the team		Watch TV and read the evening paper	Supper w Bill at "Tony's"	
	9:00							
	10:00							

Name______________________________

Math Activity #11 continued

1. How much time did Harold plan to spend reading the paper on Sunday?

2. How many hours of the week did Harold set aside for jogging?

3. Harold did not plan to get home from the football game until 6:00 p.m. Saturday. Actually, he got home an hour and 20 minutes earlier than this. What time did he get home?

4. How much time did Harold spend at the YMCA Monday night?

5. It takes Harold 15 minutes to get to work. What time should he leave the house each morning?

6. Harold went to sleep at 11:15 p.m. Wednesday evening. He woke up at 6:45 a.m. the next morning. How much sleep did he get that night?

_______________________ Name

Math Activity #11 continued

7. The meeting with L.J. Barnes lasted 130 minutes. How many hours and minutes is this?

8. How many hours of the week was Harold active in some type of sport? Include his jogging, touch football, volleyball, basketball, swimming, and workout time.

Name________________________________

Math Activity #11—Answers

1. How much time did Harold plan to spend reading the paper on Sunday?

3 hours

2. How many hours of the week did Harold set aside for jogging?

4 hours

3. Harold did not plan to get home from the football game until 6:00 p.m. Saturday. Actually, he got home an hour and 20 minutes earlier than this. What time did he get home?

4:40 p.m.

4. How much time did Harold spend at the YMCA Monday night?

2 hours or 120 minutes

5. It takes Harold 15 minutes to get to work. What time should he leave the house each morning?

7:45 a.m.

6. Harold went to sleep at 11:15 p.m. Wednesday evening. He woke up at 6:45 a.m. the next morning. How much sleep did he get that night?

7 1/2 hours

Math Activity #11—Answers continued

7. The meeting with L.J. Barnes lasted 130 minutes. How many hours and minutes is this?

2 hours and 10 minutes

8. How many hours of the week was Harold active in some type of sport? Include his jogging, touch football, volleyball, basketball, swimming, and workout time.

15 hours

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Write a simple personal letter using the proper format.

RESOURCES:

Required:
1. A proper letter format
2. Paper and standard small envelopes
3. Employability Activity #12: PARTS OF A LETTER and ADDRESSING AN ENVELOPE

Optional:
1. Kirk, E., Laubach, F.C., & Laubach, R.S. *Everybody reading and writing*. Syracuse, N.Y.: New Readers Press, 1970.
2. Jochen, A.E. & Shapiro, B. *Vocational English I*. New York: Globe Book Company, 1975.

TEACHER DELIVERY SYSTEM:

1. Lecture/demonstration
2. Discussion

CONTENT OUTLINE:

I. Introduction:
Explain importance of being able to properly write a personal (friendly) letter.

II. Show proper personal letter and envelope format and explain parts:
  A. Salutation, body, closing, signature, and spacing
  B. Address, return address, postage, and spacing

III. Show students' letters and discuss.

IV. Summarize the lesson.

LEARNING ACTIVITIES:

Have students:
1. Complete Employability Activity #12: PARTS OF A LETTER.
2. Complete Employability Activity #12: ADDRESSING AN ENVELOPE. Give them samples of envelopes incorrectly addressed and have them correct them.
3. Write a personal letter to someone they know.
4. Write a personal letter including envelope for evaluation purposes.

EVALUATION:

1. Students will write a personal letter and address an envelope.
2. Students will correctly identify any errors on a personal letter.

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Employability Activity #12

PARTS OF A LETTER

On the dotted lines below tell what part of a letter is shown. Choose from the words below. One of them you will not use.

closing
return address
inside address
salutation
body
signature

210 Beech Street
_______________ Redwood, ND 95002
July 14, 19__

Dear Evelyn, ____________________

It was so good to see you last weekend. I really did enjoy myself. Your new house is so nice. You must be so glad to be finally moved in after waiting for so long.

The picnic on Saturday was perfect. The food was wonderful. Remember to send me the recipe for the brownies. And be sure to tell your friend Tom how much I enjoyed his piano playing. ____________

You were right about my car. It did need a tune-up. I took it in as soon as I got back. It's running much better now.

I'll look forward to seeing you in November!

____________________ Love,

____________________ Ann

Employability Activity #12—Answers

PARTS OF A LETTER

On the dotted lines below tell what part of a letter is shown. Choose from the words below. One of them you will not use.

closing	inside address	body
return address	salutation	signature

return address 210 Beech Street
Redwood, ND 95002
July 14, 19__

Dear Evelyn, salutation

It was so good to see you last weekend. I really did enjoy myself. Your new house is so nice. You must be so glad to be finally moved in after waiting for so long.

The picnic on Saturday was perfect. The food was wonderful. Remember to send me the recipe for the brownies. And be sure to tell your friend Tom how much I enjoyed his piano playing. body

You were right about my car. It did need a tune-up. I took it in as soon as I got back. It's running much better now.

I'll look forward to seeing you in November!

closing Love,

signature Ann

Employability Activity #12

ADDRESSING AN ENVELOPE

Here is an example of the right way to address an envelope for a letter of application for a job.

Ann Johnson
210 Beech Street
Redwood, ND 95002

Ms. Evelyn Smithfield
4633 South Lane Avenue
Columbus, OH 43210

In the space below, correctly address the sample envelope for a letter of application for a job.

Name

Reading Activity #12

Vocabulary: **ignorant, appreciate, disgusting, fluid, command**

DESK LETTERS

April 12, 19__

To the ignorant slob who uses this desk 4th period:

Would you kindly try to remember that you are not the only person who sits here? There are other people in the world besides you. I happen to be one of them. I do not like it when I come into class and you have left papers all over the desk or under the chair. I would appreciate it if you would clean up your mess before you leave.

K. 5th period

P.S. Didn't you ever hear you're not supposed to write on school desks?

April 13, 19__

Dear K. 5th period,

Why are you so grumpy? What's a few little pieces of paper between friends? I guess you haven't found the gum stuck under the chair yet. And I did not write on the desk.

Sincerely,

The Slob

P.S. Are you the girl with the black curly hair?

April 13, 19__

Dear Slob,

Thank you for having the desk a *little* bit neater today. Maybe if you learned to wipe your feet before you came into school, there wouldn't be all this dried mud under the chair. And yes, I did find the gum, and I think it's disgusting.

K.

P.S. My hair isn't black; it's dark brown.

______________________________Name

Reading Activity #12 continued

April 14, 19__

Dear K.,

Your wish is my command. You will please notice that the "disgusting" gum has been removed. Thanks for telling me about wiping my shoes. I always wondered what those rubber mats in front of the doors were for!

Are those curls real or do you have a perm?

Sincerely,

S.

P.S. As long as we're going to be pen pals, why don't you use my real name—Superman.

April 14, 19__

Dear Superman,

Today the teacher asked me what was going on at this desk. He said that you cleaned the top of the desk with cleaning fluid! He also said you used a brush and dust pan to clean the floor under the desk. I just laughed and told him I didn't even know who uses my desk 4th period. That's when he handed me the Superman sticker and said you asked him to give it to me. You're really crazy! Thanks for the sticker. I put it on my notebook.

Your deskmate,

Kathy

P.S. Thanks for cleaning the desk. You really have changed your ways.

Name______________________________

Reading Activity #12 continued

April 15, 19__

Dear Kathy,

Do you want to go to the soccer game with me after school tomorrow? I have to warn you. If you say no, I'll go back to all my sloppy ways. I'll be waiting for you in the hall after class today!

Hopefully,
Superman

Reading Activity #12 continued

How well did you read? Complete the following sentences.

1. Kathy started writing letters
   - a. __________ because she wanted to get to know Superman.
   - b. __________ she was tired of having a messy desk.
   - c. __________ she was bored in class.

2. The person who called himself Superman
   - a. __________ was grumpy.
   - b. __________ was very neat.
   - c. __________ had a good sense of humor.

Draw lines to match the words with their meanings.

A	*B*
to	one plus one
two	also
too	where; towards

Now use the words in column *A* to fill in the blanks below.

__________ boys went __________ town __________ buy __________ kinds of cake. The __________ girls went along __________ because they wanted __________ eat some cake __________.

Fill in the blanks to complete the paragraphs below.

Kathy had class fifth __________. Her desk was always __________. She left a note __________ the person who sat __________ her desk fourth period. __________ wasn't a very nice __________. She told the person __________ did not appreciate having __________ sit at such a __________ desk.

The person who __________ at the same desk __________ himself Superman. He cleaned __________ top of the desk __________ her. He cleaned up __________ papers under the desk. __________ took the gum that __________ stuck under the chair. __________ last note that Superman __________ asked Kathy to go __________ the school soccer game.

Name______________________________

Communication Skills

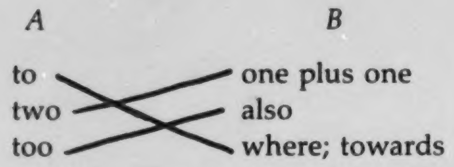
Reading Activity #12—Answers

How well did you read? Complete the following sentences.

1. Kathy started writing letters
   a. ______ because she wanted to get to know Superman.
   b. ✓ she was tired of having a messy desk.
   c. ______ she was bored in class.

2. The person who called himself Superman
   a. ______ was grumpy.
   b. ______ was very neat.
   c. ✓ had a good sense of humor.

Draw lines to match the words with their meanings.



A	*B*
to	one plus one
two	also
too	where; towards

Now use the words in column *A* to fill in the blanks below.

Two boys went to town to buy two kinds of cake. The two girls went along too because they wanted to eat some cake too.

Fill in the blanks to complete the paragraphs below.

Kathy had class fifth period. Her desk was always messy. She left a note for the person who sat at her desk fourth period. It wasn't a very nice note. She told the person she did not appreciate having to sit at such a messy desk.

The person who sat at the same desk called himself Superman. He cleaned the top of the desk for her. He cleaned up the papers under the desk. He took the gum that was stuck under the chair. The last note that Superman left asked Kathy to go to the school soccer game.

Communication Skills

Math Activity #12

Vocabulary: **postcard, postage, letter**

This activity will give you practice with postage costs and with letter length using addition, multiplication, and division.

(Show all of your work in the space provided.)

1. A first-class letter needs a 20-cent stamp before it can be mailed. If Kathy has one dollar, how many 20-cent stamps can she buy?

2. A post card needs a 13-cent stamp. How much will it cost Tony to put stamps on five postcards?

3. Kathy sent seven postcards and four letters to pen pals in May. How much did she spend on postage?

Name______________________________

Math Activity #12 continued

4. Tony spends about $2.25 each month on postage. About how much will he spend in a year?

5. Tony was surprised to find that he could get 150 words on a page of writing paper. One of his letters was six pages long. How many words did he write?

6. Kathy wrote to an old school friend who was working about 60 miles away. Kathy's letter was nine pages long. If she wrote about 160 words on each page, how many words were there in Kathy's letter?

______________________________Name

Math Activity #12 continued

7. Both Kathy and Tony enjoyed writing personal letters, and they each enjoyed getting personal letters. Kathy sent one letter each week, and Tony sent two letters every three weeks. How many total letters were sent by Kathy and Tony in 12 weeks?

8. Tony sent 16 letters and Kathy sent 24 letters, each with a first-class stamp on it. What was the total amount of money spent on postage?

9. Kathy gets about one letter each week; Tony gets about two letters in three weeks. How many total letters will they get in 48 weeks?

Name______________________________

Math Activity #12—Answers

Vocabulary: **postcard, postage, letter**

This activity will give you practice with postage costs and with letter length using addition, multiplication, and division.

(Show all of your work in the space provided.)

1. A first-class letter needs a 20-cent stamp before it can be mailed. If Kathy has one dollar, how many 20-cent stamps can she buy?

$$\begin{array}{r} 5 \\ 20\overline{)100} \\ \underline{100} \end{array} \qquad \boxed{\text{5 stamps}}$$

2. A post card needs a 13-cent stamp. How much will it cost Tony to put stamps on five postcards?

$$\begin{array}{r} .13 \\ \underline{\times\ 5} \\ \boxed{\$.65} \end{array}$$

3. Kathy sent seven postcards and four letters to pen pals in May. How much did she spend on postage?

$$\begin{array}{r} .13 \\ \underline{\times\ 7} \\ \$.91 \end{array} \qquad \begin{array}{r} .20 \\ \underline{\times\ 4} \\ \$.80 \end{array} \qquad \begin{array}{r} \$\ .91 \\ \underline{.80} \\ \boxed{\$1.71} \end{array}$$

Math Activity #12—Answers continued

4. Tony spends about $2.25 each month on postage. About how much will he spend in a year?

$$\begin{array}{r} \$2.25 \\ \times\ 12 \\ \hline 450 \\ 225 \\ \hline 27.00 \end{array} \qquad \boxed{\$27.00}$$

5. Tony was surprised to find that he could get 150 words on a page of writing paper. One of his letters was six pages long. How many words did he write?

$$\begin{array}{r} 150 \\ \times\ 6 \\ \hline \boxed{900\ \text{words}} \end{array}$$

6. Kathy wrote to an old school friend who was working about 60 miles away. Kathy's letter was nine pages long. If she wrote about 160 words on each page, how many words were there in Kathy's letter?

$$\begin{array}{r} 160 \\ \times\ 9 \\ \hline \boxed{1440\ \text{words}} \end{array}$$

Math Activity #12—Answers continued

7. Both Kathy and Tony enjoyed writing personal letters, and they each enjoyed getting personal letters. Kathy sent one letter each week, and Tony sent two letters every three weeks. How many total letters were sent by Kathy and Tony in 12 weeks?

Kathy — 12 letters
Tony — 8 letters
Total — 20 letters

8. Tony sent 16 letters and Kathy sent 24 letters, each with a first-class stamp on it. What was the total amount of money spent on postage?

$$\begin{array}{r} 16 \\ \times .20 \\ \hline \$3.20 \end{array} \qquad \begin{array}{r} 24 \\ \times .20 \\ \hline \$4.80 \end{array} \qquad \begin{array}{r} \$3.20 \\ 4.80 \\ \hline \boxed{\$8.00} \end{array}$$

9. Kathy gets about one letter each week; Tony gets about two letters in three weeks. How many total letters will they get in 48 weeks?

Kathy — 48 letters
Tony — 32 letters
80 letters

Tony
$$\begin{array}{r} 16 \\ 3\overline{)48} \\ 3 \\ \hline 18 \\ 18 \end{array} \qquad \begin{array}{r} 16 \\ \times 2 \\ \hline 32 \end{array}$$

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Using the proper format, write a simple business letter.

RESOURCES:

Required:
1. Some sample proper business letters (Employability Activity #13: PROPER BUSINESS LETTER)
2. Some sample improper business letters (Employability Activity #13: INCORRECT BUSINESS LETTER)
3. Employability Activity #13: LETTER FORM

Optional:
1. Resource people: English teacher, business education teacher, secretary

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Demonstration
3. Discussion

CONTENT OUTLINE:

I. Introduction:
   Explain importance of being able to write a business letter properly.

II. Utilize proper format:
   - A. Inside address, block or indented form, salutation, body, closing, signature, and spacing.
   - B. Address, return address, postage, and spacing.

III. Utilizing opaque projector, show students business letters and discuss. Compare with personal letters.

IV. Summarize the lesson.

LEARNING ACTIVITIES:

1. Review Employability Activity #12: PARTS OF A LETTER. Ask students to identify sections.
2. Invite a secretary to talk about writing business letters and the importance of using a correct form, catching errors, being neat, and spelling all words correctly.
3. Give students sample letters and ask them to determine which are correct and which are not. Also use Employability Activity #13: INCORRECT BUSINESS LETTER.
4. Have students write a business letter to a company or person of their choice requesting information for a product, about a school, or free materials. (Use want ads for ideas.) Use Employability Activity #13: PROPER BUSINESS LETTER and LETTER FORM.

EVALUATION:

1. Students will construct a formal business letter.
2. Students will correct errors found in a formal business letter.

Employability Activity #13

PROPER BUSINESS LETTER

Here is a sample of a proper business letter. Look at it carefully. How is it different from a personal letter?

Exercise Magazine
272 Hillside Boulevard
New York, NY 10011
July 14, 19__

Ms. Susan Keene
375 E. Second Street
Riverside, VT 35797

Dear Ms. Keene:

Your subscription to *Exercise* has run out as of July 1. If you choose to renew your subscription, you may use our special summer offer. You can get 12 issues of *Exercise* at $12.95. The standard rate is $17.00. You will be saving almost $5.00 if you subscribe now.

We hope to hear from you soon.

Yours truly,

William Smith
Circulation Manager

Name ______________________________

Employability Activity #13

INCORRECT BUSINESS LETTER

The Bar None Ranch
Longs Gap road
Far Fetch WY 85002
July 7 19__

Mr. William Morris
Livestock Inc.
po box 97
Last Chance NE

Dear Mr. Morris

I have decided to take you up on the special deal you offered me last spring. We are in need of about a dozen more horses here. If your offer still holds, I would be willing to pay $2,000 for twelve horses.

If you are agreeable to this let me know within the week and I will make plans to come to Last Chance and look over your stock.

I hope to be hearing from you.

Sincerely yours

Joe McCoy

______________________________Name

Communication Skills

Employability Activity #13

LETTER FORM

Using the form below, write a proper business letter to the Zippo Cleaner Company, 134 Freeless Avenue, Bayside, Utah 70707. You are writing for information on a new product, Zip Zip Soap. Remember to give all the necessary information. Be sure to add the correct punctuation.

your street address

your town, state, and ZIP code

date

name of person or company

street address

town, state, and ZIP code

salutation

closing

signature

Name ______________________

Employability Activity #13—Answers

INCORRECT BUSINESS LETTER

The Bar None Ranch
Longs Gap road
Far Fetch WY 85002
July 7 19—

Mr. William Morris
Livestock Inc.
po Box 97
Last Chance NE

Dear Mr. Morris

I have decided to take you up on the special deal you offered me last spring. We are in need of about a dozen more horses here. If your offer still holds, I would be willing to pay $2,000 for twelve horses.

If you are agreeable to this let me know within the week and I will make plans to come to Last Chance and look over your stock.

I hope to be hearing from you.

Sincerely yours

Joe McCoy

Communication Skills

Reading Activity #13

Vocabulary: **discount, offered, received, include, identifying, subscription, Better Business Bureau**

WRITE ON!

José came in from work and hung up his coat. He walked over to the desk where his roommate, Jim, always put the mail. There was junk mail from a discount store, the phone bill, a letter from his sister, and a bill from Acme Book Club. Jim joined the book club about 3 months ago. They offered him 12 books of his choice for $5. He didn't have to buy any more than that. But since then, he received a book each week and a bill for every one.

Jim had written a letter to the Acme Book Club. It was lying beside the mail. In the best chicken scratch he had, it went like this:

January 19, 1980

To the President of Acme Book Club,

I just ordered 12 books. I sent you $5 for them so will you quit sending me more books. I'm not going to pay for them.

Sincerely,

Jim Kelly

José picked up the letter and checked to see if that's all there was to it. There was nothing on the back. That was it—short and sweet—and worthless.

José thought for a minute. He knew that if Jim sent that letter, nothing would come of it. There was not enough information, so José was going to write one for him. Then he got a better idea.

"Jim! Come here," José called. He got out some paper and a pen. "Look at this letter. You can't send this to them. They'll laugh at it."

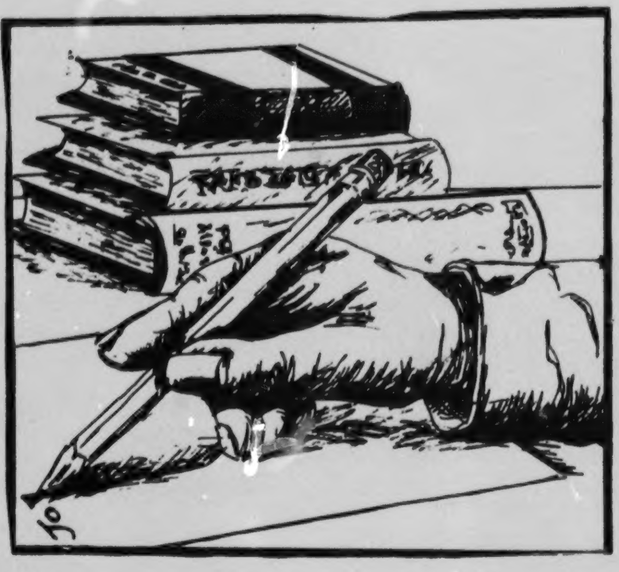
"What's wrong with it?" said Jim.

Name______________________________

Reading Activity #13 continued

"Get the pen and write. OK? Now put your address in the upper right-hand part of the letter. Put the date right under it."

"Yeah, I remembered to date it—forgot the rest."



"Address it to the Subscription Department—Acme Book Club, 1506 State Street, New York, NY, 01009 and then 'Dear Sir or Madam,' " José said. The address was right on the bill Tom got.

José went on to tell him about including his order number. This was the book club's way of identifying orders. Any book he had received he should list by order number. José said also to include exact dates. The letter got much longer.

Finally Jim asked, "Is that all?"

"I guess. Write 'Sincerely,' and sign your name."

"Gads! All that to get these jerks off my back. Well, I guess it's worth it." Jim was putting his finishing touch on—a signature that looked like a string of spaghetti.

Then José said, "Oh, I almost forgot. Put a 'P.S.' on it and tell them you are sending a copy of this letter to the Better Business Bureau. Sometimes that gets results fast. I'll bet you don't hear from them again."

207

______________________Name

Communication Skills

Reading Activity #13 continued

Finish Jim's letter for him.

1019 Belfast Avenue
Riverside, OH 92114
January 19, 19__

Subscription Department—
Acme Book Club
1506 State Street
New York, NY 01009

Dear Sir or Madam:

Sincerely,

Jim Kelly

Name______________________________

Math Activity #13

Vocabulary: **calendar, catalog**

This activity will give you practice with using a calendar.

(Show all of your work in the space provided.)

Below is a calendar. Use it to help you solve problems 1 through 5.

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

______________________________ Name

Math Activity #13 continued

1. Jim sent in his order to the Acme Book Club on January 7. He received his book on January 30. How many days did it take for him to receive his book?

2. José ordered books on February 23. They arrived on March 11. How many days did it take for José's order to arrive?

3. July 4th falls on which day of the week?

4. Ann waited 3 months, March, April, and May, to get her book club catalog in the mail. How many days did she wait? How many weeks did she wait?

5. The book club ships out orders only on Mondays, Tuesdays, and Thursdays. How many shipping days are there in October?

Name________________________________

Math Activity #13 continued

6. José bought typing paper to write all his business letters. He paid $3.35 for a box of 150 sheets of paper. At that price, how much does each piece of paper cost?

7. The Henderson Paper Company makes two different kinds of business envelopes. Type A has a self-stick seal and costs 75¢ per envelope. Type B has a regular glue seal and costs 61¢ per envelope. Type A is packaged 100 to a box. Type B is packaged 115 to a box. Which box costs more?

_______________________ Name

Math Activity #13—Answers

Vocabulary: **calendar, catalog**

This activity will give you practice with using a calendar.

(Show all of your work in the space provided.)

Below is a calendar. Use it to help you solve problems 1 through 5.

JANUARY

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
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22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Math Activity #13—Answers continued

1. Jim sent in his order to the Acme Book Club on January 7. He received his book on January 30. How many days did it take for him to receive his book?

23 days

2. José ordered books on February 23. They arrived on March 11. How many days did it take for José's order to arrive?

16 days

3. July 4th falls on which day of the week?

Saturday

4. Ann waited 3 months, March, April, and May, to get her book club catalog in the mail. How many days did she wait? How many weeks did she wait?

92 days or 13 weeks and 1 day

5. The book club ships out orders only on Mondays, Tuesdays, and Thursdays. How many shipping days are there in October?

13 days

Math Activity #13—Answers continued

6. José bought typing paper to write all his business letters. He paid $3.35 for a box of 150 sheets of paper. At that price, how much does each piece of paper cost?

.0223
150) 3.35
300
350
300
50

$.02 per page

7. The Henderson Paper Company makes two different kinds of business envelopes. Type A has a self-stick seal and costs 75¢ per envelope. Type B has a regular glue seal and costs 61¢ per envelope. Type A is packaged 100 to a box. Type B is packaged 115 to a box. Which box costs more?

Type A
.075¢
x 100
$7.500

Type A

Type B
.061¢
x 115
305
061
061
$7.015

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Interpret oral orders/directions for a job situation.

RESOURCES:

Required: 1. Employability Activity #14: VOWEL-SWITCHING PUZZLE

Optional: 1. Simulation script
2. Filmstrip/films

TEACHER DELIVERY SYSTEM:

1. Simulations in shop/classroom with lecture/discussion
2. Actual situations with discussion

CONTENT OUTLINE:

I. Stress the importance of following directions:
   - A. Perform the task accurately
   - B. Save time and money
   - C. Enhance relationship between employer and employee

II. Listen carefully to the instructions provided.

III. Repeat mentally or verbally the orders/directions.

IV. Ask for clarification.

V. Perform task.

LEARNING ACTIVITIES:

1. Provide oral directions or orders for a student to follow:
   - A. Begin with one-step orders.
   - B. Proceed to more complex orders/directions as student's skills increase.
2. Assemble students in pairs or groups. Have students take turns giving oral directions to each other for tying shoes, sharpening a pencil, and so on.
3. Follow with a discussion on the importance of clarity, description, and sequence of orders.
4. Have students complete Employability Activity #14: VOWEL-SWITCHING PUZZLE.

EVALUATION:

1. Given an oral order/direction, students will interpret and carry out the order correctly.
2. Students will discuss the vocabulary words in Employability Activity #14: VOWEL-SWITCHING PUZZLE.

Employability Activity #14

VOWEL-SWITCHING PUZZLE

There is a list of words at the bottom of the next page. Match these words with their proper definition and write the word in the box.

The words in each definition are written with the wrong vowels. Switch the vowels using the chart.

Example:

ti guvo hood
to give heed ______ listen

change			
	A	into	U
	E	into	A
	I	into	O
	O	into	E
	U	into	I

1. by moens if wirds ______________________ ☐

2. kniwlodgo, unfirmetuin guvon ir teaght ______________________ ☐

3. ti cerry iat ______________________ ☐

4. attorod by miath ______________________ ☐

______________________ Name

Communication Skills

Employability Activity #14 continued

5. e cintunaias ir roletod soruos

6. ti hevo cimo ti mund egeun

7. ti oxpleun tho moenung if

8. tho errengomont if thungs ir ovonts

order	remember	sequence	perform
interpret	instruction	oral	verbal

Name

Employability Activity #14—Answers

VOWEL-SWITCHING PUZZLE

There is a list of words at the bottom of the next page. Match these words with their proper definition and write the word in the box.

The words in each definition are written with the wrong vowels. Switch the vowels using the chart.

Example:

ti guvo hood
to give heed listen

change A into U
E into A
I into O
O into E
U into I

1. by moens if wirds
by means of words verbal

2. kniwlodgo, unfirmetuin guvon ir teaght knowledge, information given or taught instruction

3. ti cerry iat to carry out perform

4. attorod by miath uttered by mouth oral

Employability Activity #14—Answers continued

5. e cintunaias ir roletod soruos a continuous or related series | sequence

6. ti hevo cimo ti mund egeun to have come to mind again | remember

7. ti oxpleun tho moenung if to explain the meaning of | interpret

8. tho errengomont if thungs ir ovonts the arrangement of things or events | order

order
interpret

remember
instruction

sequence
oral

perform
verbal

Reading Activity #14

Vocabulary: **event, social, decorated, baton, cymbal, practicing**

I LOVE A PARADE

The weatherman called it right for June 16. The morning was clear and bright. The sky was blue as it can only be in June. It was the first time in five years that it hadn't rained for the Mudville Old Home Days.

Old Home Days was a yearly event in Mudville. It marked the end of school and the beginning of summer. People came into town from the farms to see their neighbors. On Friday night there was an ice cream social. On Saturday there was a softball game, a beauty contest, and a dance. But the event everyone looked forward to most of all was the big parade Saturday morning.

The parade was always led by the Mudville High School Marching Band. With 50 members, it was the biggest school band in the county. Behind them in the parade came the Boy Scouts and the Girl Scouts, the fire engine, and the sheriff with his car's siren going. There would be floats decorated to show the history of Mudville. The girls in the beauty contest would ride on the back of a hay wagon. The owners of the Double R Ranch were even going to ride their horses at the end of the parade.

The band members were at the school bright and early. Jerry, the drum major, stood twirling his baton while the band got in line. Mr. Hatch, the band director, walked over to Jerry. "Now, Jerry, are you sure you know the parade route?" he asked.

Jerry stopped twirling his baton for a minute. "You better tell me one more time, Mr. Hatch."

"OK, but pay attention!" Mr. Hatch said. "We start at the corner of Pen Street and turn left onto Main. We go the length of Main to the square. From there we turn left onto Hog Avenue. Now this is the tricky part. Are you listening?" He glanced up to see Jerry grinning at Nancy Fry.

____________________________Name

Reading Activity #14 continued

"What? Oh, sure, Mr. Hatch!" Jerry said.

"OK, so you turn off Hog Avenue at the second right to get to the softball field. Remember, the other way is no good. Got it?" Mr. Hatch frowned at Jerry.

Jerry nodded and twirled his baton. "No problem, Mr. Hatch."

With three whistles and a cymbal crash, the parade began at ten o'clock sharp. The curbs were lined with people cheering. Dogs and little kids ran along beside the band. Sometimes over the music Jerry could hear the sheriff's siren. As he neared the square and turned sharply onto Hog Avenue the band followed. He felt so important with the whole parade following him!

"Almost done now," he thought. "All I have to do is get them onto the softball field." Then he thought about Mr. Hatch's directions. Did he say to take the first right or the second? Suddenly Jerry wasn't sure.

"It doesn't make any difference," Jerry thought, as he neared the corner. "Both ways will take me to the field." He turned at the first right and the band followed him. He could see the bleachers through the trees on the other side of Mud Creek. "Not far now," he thought. "We're almost to the bridge."

Name________________________

Reading Activity #14 continued

Then, suddenly, Jerry remembered Mr. Hatch's directions. "Take the second right. The other way is no good," he had said. Now Jerry saw why. But what a time to find out!

There he stood with all of Mudville marching behind him to the edge of Mud Creek, to the spot where the bridge was out!

For one crazy moment Jerry thought about jumping into the creek and swimming away. But instead he stood by the creek and waited. He waited while the owners of the Double R Ranch turned their horses around. He waited while a group of men unhitched the hay wagon and got it turned around in the narrow street. He waited while they backed the fire engine all the way down to Hog Avenue. And the sheriff and all the floats and the Boy Scouts and the Girl Scouts all turned around and marched back the way they came.

At the dance that evening, people had begun to joke about it. Even Mr. Hatch gave a chuckle when he thought of the horses leading the parade. When someone asked him where Jerry was, he chuckled even harder. "Oh, Jerry's pretty busy practicing the trumpet, I think. I told him that's the only way he'll be marching in the Fourth of July parade!"

____________________________Name

Reading Activity #14 continued

How well did you read? Complete the following sentences.

1. From the story you would guess that
   a. __________ Mudville is a large city.
   b. __________ Mudville is a small town.
   c. __________ Mudville is near a large city.

2. Jerry wanted to swim away in the creek because
   a. __________ he was hot from marching in the parade.
   b. __________ it was the only way across the water.
   c. __________ he had led the band the wrong way.

3. Jerry probably made the mistake because
   a. __________ he wasn't really listening to Mr. Hatch.
   b. __________ the streets in Mudville all looked the same.
   c. __________ he thought it would be funny.

Fill in the blanks to complete the paragraphs below.

Every June, Mudville had __________ Home Days. It was __________ big event. On __________ night there was an __________ cream social. On Saturday __________ was a softball game, __________ beauty contest, and a __________. Saturday morning there was __________ parade.

The Mudville High __________ Band led the parade. __________ was the drum major. __________ was up to him __________ lead the parade to __________ softball field. Jerry didn't __________ while Mr. Hatch told __________ how to reach the __________ field. Jerry made a __________ turn. He took the __________ up a street to __________ Creek. The only problem __________ that the bridge was __________. The whole parade had to turn around and go the other way.

Name______________________________

**Communication
Skills**

Reading Activity #14—Answers

How well did you read? Complete the following sentences.

1. From the story you would guess that

   a. ______ Mudville is a large city.
   b. ___✓___ Mudville is a small town.
   c. ______ Mudville is near a large city.

2. Jerry wanted to swim away in the creek because

   a. ______ he was hot from marching in the parade.
   b. ______ it was the only way across the water.
   c. ___✓___ he had led the band the wrong way.

3. Jerry probably made the mistake because

   a. ___✓___ he wasn't really listening to Mr. Hatch.
   b. ______ the streets in Mudville all looked the same.
   c. ______ he thought it would be funny.

Fill in the blanks to complete the paragraphs below.

Every June, Mudville had Old Home Days. It was the big event. On Friday night there was an ice cream social. On Saturday there was a softball game, a beauty contest, and a dance. Saturday morning there was the parade.

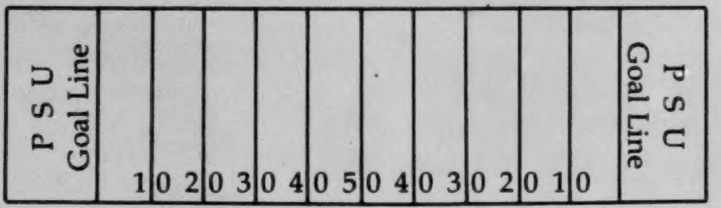
The Mudville High School Band led the parade. Jerry was the drum major. It was up to him to lead the parade to the softball field. Jerry didn't listen while Mr. Hatch told him how to reach the softball field. Jerry made a wrong turn. He took the parade up a street to Mud Creek. The only problem was that the bridge was out. The whole parade had to turn around and go the other way.

Math Activity #14

Vocabulary: **reverse, drill**

This activity will give you practice with addition, subtraction, multiplication, and following directions.

When Peter joined the Marching Band, he had to learn to follow directions and count. For most music the band was told to take eight steps for every five yards on the football field. Use this information to help you answer the questions below.



1. For the first drill for Saturday's game, Peter was given a drill order. For each of the drill orders, figure out how many yards Peter will move and how many steps he will take.

	Yards	*Steps*
a. Start from the goal line. March to the 40-yard line and stop.	________	________
b. Reverse and march to the 15-yard line. Play "America the Beautiful."	________	________
c. Reverse again. March to the 48-yard line. Play the national anthem.	________	________
d. March past the 50-yard line to the 30-yard line on the other side.	________	________
e. Reverse and march all the way back to the goal line you started from.	________	________

2. For the closing number, the band was told to march in a line from the goal line all the way down the field past the 50-yard line to the 5-yard line on the other side. How many yards will they march?

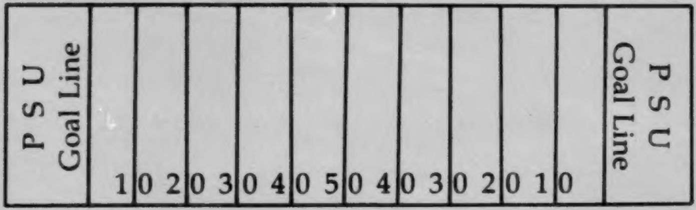
Name________________________________

Math Activity #14—Answers

Vocabulary: **reverse, drill**

This activity will give you practice with addition, subtraction, multiplication, and following directions.

When Peter joined the Marching Band, he had to learn to follow directions and count. Fo[illegible]ost music the band was told to take eight steps for every five yards on the football field. Use this information to help you answer the questions below.



1. For the first drill for Saturday's game, Peter was given a drill order. For each of the drill orders, figure out how many yards Peter will move and how many steps he will take.

	Yards	*Steps*
a. Start from the goal line. March to the 40-yard line and stop.	40	64
b. Reverse and march to the 15-yard line. Play "America the Beautiful."	25	40
c. Reverse again. March to the 48-yard line. Play the national anthem.	33	52.8
d. March past the 50-yard line to the 30-yard line on the other side.	22	35.2
e. Reverse and march all the way back to the goal line you started from.	70	112

2. For the closing number, the band was told to march in a line from the goal line all the way down the field past the 50-yard line to the 5-yard line on the other side. How many yards will they march?

95 yards

CS4 LESSON: FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Develop and follow orders/directions in the proper sequence.

RESOURCES:

Required: 1. Employability Activity #15: ROLE PLAYING
2. Employability Activity #15: FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

Optional: 1. Review of previous lesson: *Interpreting Oral Orders/Directions*

TEACHER DELIVERY SYSTEM:

1. Role playing
2. Lecture
3. Actual situations

CONTENT OUTLINE:

I. Using the situations in the previous lesson, have the students analyze the components and sequence of a task and provide directions in written form:
   - A. What is to be accomplished?
   - B. What materials are needed?
   - C. What steps should be followed?
   - D. How should the task be accomplished?
   - E. Write the order.
   - F. Ask for questions.
   - G. Complete the task.
   - H. Was it successful? If not, was the problem with the sender or receiver of the orders?

LEARNING ACTIVITIES:

1. Using Employability Activity #15: ROLE PLAYING, follow the sequences to conclusion of directions given.
2. Have students implement sequence during the class.
3. Use classroom shop activities to give written directions.
4. Have students complete Employability Activity #15: FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE.

EVALUATION:

1. Students will complete the tasks successfully by following written orders.

Communication Skills

CS4 LESSON: FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

Employability Activity #15

ROLE PLAYING

Situation:

One student gives a verbal order to another to complete a series of steps that will accomplish a task in the classroom (i.e., pick up textbooks, erase chalkboard, empty trash cans). These actions may be observed for proper sequencing. The group may critique the actions as to how task could have been improved. This role play may be used daily for a period of time with minor changes in task or sequencing.

Written orders may be used to accomplish most tasks. The teacher would use the class to help the students sequence the work.

____________________________Name

CS4 LESSON: FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

Communication Skills

Employability Activity #15

FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

Listed below is a series of written orders or directions that must be performed in the correct order to be done properly. Unscramble the lists so that the orders or directions are in the correct sequence.

Getting Ready for Work

__________ Brush teeth and comb hair
__________ Eat breakfast
__________ Turn off alarm clock
__________ Get dressed
__________ Leave for work
__________ Get up

Going to a Football Game

__________ Get a ride to the stadium
__________ Locate seats
__________ Find out date, day, and time of game
__________ Locate entrance gate
__________ Buy tickets
__________ Get a group of friends to go with you

Setting Up a Job Interview

__________ Have interview
__________ Call for an appointment
__________ Prepare for interview
__________ Determine individual qualifications
__________ Complete job application form

Driving a Car

__________ Check in mirrors
__________ Insert key in ignition
__________ Fasten seat belts
__________ Make sure car is in neutral or park
__________ Drive carefully
__________ Start car
__________ Place car in gear

Name________________________________

Employability Activity #15—Answers

FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

Listed below is a series of written orders or directions that must be performed in the correct order to be done properly. Unscramble the lists so that the orders or directions are in the correct sequence.

Getting Ready for Work

3 Brush teeth and comb hair
5 Eat breakfast
1 Turn off alarm clock
4 Get dressed
6 Leave for work
2 Get up

Going to a Football Game

4 Get a ride to the stadium
6 Locate seats
1 Find out date, day, and time of game
5 Locate entrance gate
3 Buy tickets
2 Get a group of friends to go with you

Setting Up a Job Interview

5 Have interview
2 Call for an appointment
3 Prepare for interview
1 Determine individual qualifications
4 Complete job application form

Driving a Car

3 Check in mirrors
1 Insert key in ignition
2 Fasten seat belts
4 Make sure car is in neutral or park
7 Drive carefully
5 Start car
6 Place car in gear

Reading Activity #15

Vocabulary: **hostess, special, exactly, busboy, specific, waitress**

FIRST THINGS FIRST

I really love my job. I'm a hostess for one of the best restaurants in town. The people I meet are really interesting, and the people who work with me in the restaurant are a lot of fun.

Things haven't always been this way, though. I had to learn the hard way, just like everybody else. For instance, I remember the first job I ever had. It was during the summer at a big resort up in the mountains. I was a waitress there. The rich people sailed and played tennis all day. At night they all came in for supper.

It was family style. That means that we served everybody the same thing. And there were very special rules about how the meal was served. Mrs. Hill, our boss, explained exactly how things were to be done. She waited until we were all seated in the dining room that first morning. She showed us exactly how to set the tables. Everything had to be just so.

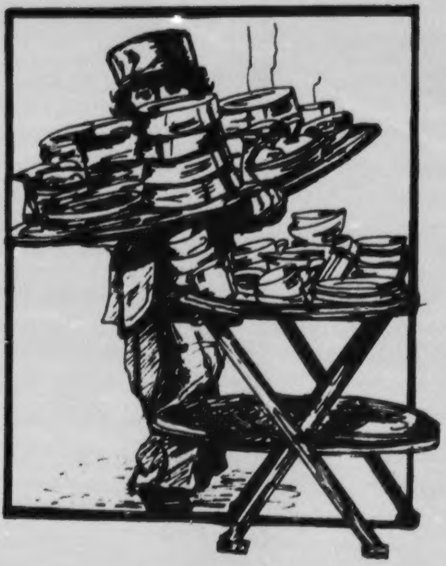
Then she told us how to serve the meal. "Now girls," she said, "the guests will have either fruit or juice first. When they are done, you will clear those dishes and stack them on a tray. Put the tray on the bottom shelf of your bus stand. You *have* to put it on the bottom. That way there will be room on the top shelf. The busboys will need that space when they bring the trays holding the hot food. So, after you clear the fruit dishes, put the dinner plates on the table. Then tell your busboy that you're ready for the hot food."

That sounded easy enough. The night of the first meal I was really excited. The guests came in looking so nice. The men had on white suits that looked even whiter against their sunburns and tans. The women were dressed in long gowns. They looked really beautiful.

Name______________________________

Reading Activity #15 continued

Everything started out all right. But as I was clearing the fruit dishes I saw that the other waitresses were serving the hot food already. I thought I'd been working pretty fast. But now it seemed like I was behind the others. Plus one of the men at my table looked grumpy and kept asking me when we were going to eat. So, in a real hurry, I cleared the fruit dishes and stacked them on the top shelf. I knew they were supposed to be on the bottom shelf. But I was in a hurry. I passed out the dinner plates and told the busboy to bring the food.



When he came, I couldn't believe my eyes. He was carrying a huge tray stacked high with bowls and platters of food. There were bowls of mashed potatoes, cups of gravy, and plates of roast beef. I could tell that the tray was really heavy, plus it was hot. The busboy was in a hurry to set it down. He got to my bus stand and went to put the tray where the empty space should have been. There were my fruit dishes. Before I could warn him he slid the food tray right into the stacks of dishes.

What a disaster! Everything went flying at once. The fruit dishes hit the floor and broke into about a million pieces. The tray of food flipped over. The food went flying in all directions. It hit the poor busboy, the backs of three guests, and the toes of Mrs. Hill's shoes, not to mention how it covered the floor of the whole dining room.

Considering what a mess I'd caused, Mrs. Hill was pretty nice. She helped me clean up, move the guests to another table, and finish serving their supper. She didn't even really yell. She just said she was sure that from now on I would follow directions. For the next few nights she hung around my tables a lot, keeping an eye on me.

That seems like ages ago now. But I'll tell you. You make a mistake like that once, and only a fool would make it again. I still make mistakes. But when someone gives me specific orders, I make sure that those orders are followed exactly.

_______________Name

Reading Activity #15 continued

How well did you read? Complete the following sentences.

1. The waitresses were supposed to
   a. __________ put the dinner plates on the table after they ordered the hot food.
   b. __________ put the dinner plates on the bottom shelf.
   c. __________ put the fruit dishes on the bottom shelf.

2. The girl in the story made a mistake because
   a. __________ she forgot the directions.
   b. __________ she was in a hurry.
   c. __________ the busboys mixed her up.

3. The accident would probably not have happened if
   a. __________ Mrs. Hill had given better directions.
   b. __________ the girl had followed directions.
   c. __________ the busboy had been a faster worker.

Fill in the blanks to complete the paragraphs below.

The girl in the story had to learn things the hard way. Her first __________ was that of a __________ at a big resort __________ the mountains. The guests __________ the resort were rich. __________ sailed and played tennis __________ day. At night they __________ dinner in the big __________ room. They wore their __________ clothes to dinner. The __________ wore white suits. The __________ wore long dresses. Mrs. __________ was in charge of _____ _____ dining room. She showed __________ waitresses exactly how the __________ were to be set. __________ told them the way __________ serve the dinner. First, __________ guests would have fruit __________ juice. Then the waitresses would __________ the fruit dishes off __________ table. They were supposed __________ go on the bottom __________ of the bus stand. __________ dinner plates went on __________ table. Then the waitresses would __________ the busboys to bring __________ trays of food.

The __________ in the story didn't __________ directions. She put the __________ dishes on the top __________. When the busboy __________ the food, the tray __________ into the fruit dishes. The dishes broke, and the food went all over the floor.

Name________________________________

Reading Activity #15—Answers

How well did you read? Complete the following sentences.

1. The waitresses were supposed to
   a. ______ put the dinner plates on the table after they ordered the hot food.
   b. ______ put the dinner plates on the bottom shelf.
   c. ✓ put the fruit dishes on the bottom shelf.

2. The girl in the story made a mistake because
   a. ______ she forgot the directions.
   b. ✓ she was in a hurry.
   c. ______ the busboys mixed her up.

3. The accident would probably not have happened if
   a. ______ Mrs. Hill had given better directions.
   b. ✓ the girl had followed directions.
   c. ______ the busboy had been a faster worker.

Fill in the blanks to complete the paragraphs below.

The girl in the story had to learn things the hard way. Her first job was that of a waitress at a big resort in the mountains. The guests at the resort were rich. They sailed and played tennis all day. At night they ate dinner in the big dining room. They wore their nice clothes to dinner. The men wore white suits. The women wore long dresses. Mrs. Hill was in charge of the dining room. She showed the waitresses exactly how the tables were to be set. She told them the way to serve the dinner. First, the guests would have fruit or juice. Then the waitresses would clear the fruit dishes off the table. They were supposed to go on the bottom shelf of the bus stand. The dinner plates went on the table. Then the waitresses would tell the busboys to bring the trays of food.

The waitress in the story didn't follow directions. She put the fruit dishes on the top shelf. When the busboy brought the food, the tray slid into the fruit dishes. The dishes broke, and the food went all over the floor.

Math Activity #15

Vocabulary: **resort, restaurant**

This activity will give you practice with figuring how much tip to leave at a restaurant using addition, multiplication, and percentages.

(Show all of your work in the space provided.)

Below and on the next page are the menus of six meals Susan served at a summer resort restaurant. She was told to figure out the cost of each meal. Then she had to decide how much tip she should get. Using 15% of the total for the tip, help Susan figure out the amounts below. (Round your numbers to the nearest cent.)

Breakfast	
2 eggs	$1.15
3 pancakes	.85
large orange juice	.60
coffee	.30
Total	______
Tip	______

Lunch	
onion soup	$ .95
grilled ham and cheese	2.15
fruit salad	1.20
ice tea	.50
Total	______
Tip	______

Dinner	
2 glasses of soda	$1.00
fruit cup	1.15
broiled filet of sole	8.95
baked potato	.65
tossed salad	1.30
cherry pie	.95
coffee	.30
Total	______
Tip	______

Name______________________________

Math Activity #15 continued

Breakfast	
melon	$ .65
oatmeal	1.20
omelet	3.25
toast	.45
coffee	.30
Total	______
Tip	______

Lunch	
beef barley soup	$1.10
chef's salad	3.15
brown bread	.30
ice tea	.50
Total	______
Tip	______

Dinner	
grape juice	$ .85
roast beef	7.75
whipped potatoes	.70
green beans	.55
ice tea	.50
vanilla ice cream	.85
coffee	.30
Total	______
Tip	______

______________________________ Name

Math Activity #15—Answers

Vocabulary: **resort, restaurant**

This activity will give you practice with figuring how much tip to leave at a restaurant using addition, multiplication, and percentages.

(Show all of your work in the space provided.)

Below and on the next page are the menus of six meals Susan served at a summer resort restaurant. She was told to figure out the cost of each meal. Then she had to decide how much tip she should get. Using 15% of the total for the tip, help Susan figure out the amounts below. (Round your numbers to the nearest cent.)

Breakfast	
2 eggs	$1.15
3 pancakes	.85
large orange juice	.60
coffee	.30
Total	$2.90
Tip	$ .435 or $.44

Lunch	
onion soup	$ .95
grilled ham and cheese	2.15
fruit salad	1.20
ice tea	.50
Total	$4.80
Tip	$ .72

Dinner	
2 glasses of soda	$1.00
fruit cup	1.15
broiled filet of sole	8.95
baked potato	.65
tossed salad	1.30
cherry pie	.95
coffee	.30
Total	$14.30
Tip	$ 2.145 or $2.16

Math Activity #15—Answers continued

Breakfast	
melon	$ .65
oatmeal	1.20
omelet	3.25
toast	.45
coffee	.30
Total	$5.85
Tip	$ .877 or $.88

Lunch	
beef barley soup	$1.10
chef's salad	3.15
brown bread	.30
ice tea	.50
Total	$5.05
Tip	$ .757 or $.76

Dinner	
grape juice	$ .85
roast beef	7.75
whipped potatoes	.70
green beans	.55
ice tea	.50
vanilla ice cream	.85
coffee	.30
Total	$11.50
Tip	$ 1.725 or $1.73

CS5 LESSON: INTERPRETING WRITTEN ORDERS/DIRECTIONS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Correctly interpret the content of a written order.

RESOURCES:

Required: 1. Employability Activity #16: GAMES/SIMULATIONS/ROLE PLAYING
2. Employability Activity #16: THE MEMO

TEACHER DELIVERY SYSTEM:

1. Demonstration
2. Role playing
3. Games
4. Simulations
5. Actual shop/classroom situations
6. Small group discussion

CONTENT OUTLINE:

I. Receive orders/directions:
   A. Scan orders/directions to determine whether they are readable.
   B. If readable, read in detail.

II. Seek help from co-worker/peer if assistance is needed.

III. Ask for clarification of orders/directions if necessary.

LEARNING ACTIVITIES:

1. Have students complete Employability Activity #16: GAMES/SIMULATIONS/ROLE PLAYING.
2. Conduct a small group discussion aimed at how individuals interpret written directions, orders, aids used, process, and so on.
3. View and critique videotaped situations in which worker is successful/unsuccessful in interpreting written directions.
4. Demonstrate (involving students, but teacher taking lead role) process of accepting/interpreting written directions, and asking for clarification if necessary or consulting co-worker for aid in interpreting written directions if they prove too difficult to read.
5. Have students complete Employability Activity #16: THE MEMO.

EVALUATION:

1. Students should be able to (in a shop/work situation) receive orders/directions, interpret them, and demonstrate interpretation by either acting on orders/directions or verbally restating orders/directions or,
2. Students should be able to (in the event orders/directions are too difficult) consult foreperson or co-worker for aid in interpretation.

Communication Skills

Employability Activity #16

GAMES/SIMULATIONS/ROLE PLAYING

Students compose different written directions involving actions in shop/classroom/school. Directions are shuffled and each student randomly draws set of directions/orders to follow.

Role Play 1

a. Authority figure: presents written directions/orders.
b. Worker: directions/orders are within student's reading ability. (Correct response: follow written orders/directions.)

Role Play 2

a. Authority figure: presents directions/orders.
b. Worker: directions/orders too difficult to be read. (Correct response: seek aid from boss or co-worker.)
c. Co-worker/peer: available to aid worker.

Name________________________________

Employability Activity #16

THE MEMO

Read the memo carefully and answer the questions on the next page.

INTERDEPARTMENTAL MEMO

To: All Employees
From: Mr. O'Shay
Regarding: Important Information

ITEM #1—*PLANT SAFETY:* All employees *must* lock windows and outside doors when leaving the plant after 6:00 p.m.

ITEM #2—*WAGE INCREASES:* Wage increases for all personnel become effective as follows:

Office personnel—effective March 15
Supervisory personnel—effective April 14
All other personnel—effective May 1

ITEM #3—*VISITORS:* We are getting a large number of requests for plant tours from civic groups, schools, and local businesses. It has always been our policy to honor these requests on a first-come, first-served basis. Once the maximum number of tours per month (16) has been reached, schedule additional tours for the next available month.

ITEM #4—*SUPERVISORY PERSONNEL WORK SCHEDULE:* The work schedule for next month is as follows:

Kate Miller: M T TH F 8:00 a.m.-5:00 p.m.
Joe Faroni: M T W F 8:30 a.m.-5:30 p.m.
Bill Jackson: T W TH F 9:00 a.m.-6:00 p.m.
Leroy Welch: M W TH F 8:15 a.m.-5:15 p.m., except on Mondays 9:00 a.m.-6:00 p.m.
Mary Burlington: M T W TH 8:45 a.m.-5:45 p.m.

Employability Activity #16 continued

THE MEMO—QUESTIONS

1. The memo is directed to whom? ______
2. The memo is from? ______
3. Wage increases for supervisory personnel take effect on? ______
4. A number of requests for plant tours have been received from? ______
5. All windows and outside doors must be locked when employees leave after? ______
6. Which employees will receive wage increases effective March 15? ______
7. The maximum number of plant tours per month is? ______
8. Which employee does not work on Thursday? ______
9. Which supervisor would lock windows and outside doors when leaving on Tuesday, Wednesday, Thursday, and Friday? ______
10. Mary Burlington is scheduled to work which days? ______
11. Leroy Welch works from 8:15 a.m. to 5:15 p.m. except on? ______
12. Joe Faroni, Kate Miller, Mary Burlington, and ______ must work on Tuesdays.
13. Bill Jackson does not work on which workday? ______
14. Once the maximum number of plant tours per month has been reached, employees are directed to? ______
15. On May 1, which personnel receive wage increases? ______

Name ______

Employability Activity #16—Answers

THE MEMO—QUESTIONS

1. The memo is directed to whom? all employees
2. The memo is from? Mr. O'Shay
3. Wage increases for supervisory personnel take effect on? April 14th
4. A number of requests for plant tours have been received from? civic groups, schools, local businesses
5. All windows and outside doors must be locked when employees leave after? 6:00 p.m.
6. Which employees will receive wage increases effective March 15? office personnel
7. The maximum number of plant tours per month is? 16
8. Which employee does not work on Thursday? Joe Faroni
9. Which supervisor would lock windows and outside doors when leaving on Tuesday, Wednesday, Thursday, and Friday? Bill Jackson
10. Mary Burlington is scheduled to work which days? M, T, W, Th
11. Leroy Welch works from 8:15 a.m. to 5:15 p.m. except on? Mondays
12. Joe Faroni, Kate Miller, Mary Burlington, and Bill Jackson must work on Tuesdays.
13. Bill Jackson does not work on which workday? Monday
14. Once the maximum number of plant tours per month has been reached, employees are directed to? Schedule tours for the next available month.
15. On May 1, which personnel receive wage increases? all other personnel

Communication Skills

Reading Activity #16

Vocabulary: **canary, worthwhile, treasure, elevator**

THE GREAT PAYCHECK HUNT

My boss, Mr. O'Shay, is a real crazy guy. He loves to play jokes on people. Sometimes it seems like he has nothing better to do. He's a really busy man and I know he works very hard. He says a good laugh is good for the soul. Once he wore a gorilla mask all the way up in the elevator. Another time he let a canary loose in our office.

I guess that's why I like working for Rivers and Sons. My job involves a lot of typing, which can be kind of boring. However, the people in my office are all so much fun. We have a lot of laughs, and most of them are because of things Mr. O'Shay does.

Knowing him the way we do, we should have been expecting something last Friday. It had been a really slow week. There were a few times when I didn't have anything to do. Friday was the worst day of all. The only thing that made it worthwhile was the fact that it was payday.

Kate Miller looked at the clock and groaned. "Another hour until we can leave! I've been done since three o'clock."

Joe Faroni laughed. "Since three o'clock! I've been done since Wednesday. This has been the most boring week of work that I can remember!"

Just then Mr. O'Shay walked in. "Good afternoon everybody. What are you all looking so glum about? It's Friday! You're supposed to be excited!" Then he smiled. "I know. It's been a long week. That's the reason I'm here. I have come up with a new plan for giving out your paychecks—sort of a treasure hunt."

Kate and Joe laughed, and the rest of us looked awake for the first time all week.

Name________________________________

Reading Activity #16 continued

Mr. O'Shay handed a paper to Kate. "Here is a list of clues telling you how to find your paychecks. Just be sure you follow directions. As soon as you have found them you may go. Have fun." And he walked out of the office.

We all gathered around Kate's chair to see the list. Here's how it started:

1. Read the whole list before you start.
2. Take the elevator to the sixth floor.
3. Turn right when you get off the elevator and stop at the second drinking fountain.

We were out of the room in a flash and on our way up to the sixth floor. "What does it say to do next?" I asked.

"We have to find the second drinking fountain to the right," Kate said.

The elevator doors opened and we bolted down the hall, just like a bunch of little kids. We ran down around the corner past one drinking fountain and on to the next.

"OK, now what does it say?" someone shouted. Kate pulled out the list again. The next line said:

4. Untape the clue that's under the fountain and do what it says.

I reached under the fountain and felt a piece of paper. I pulled it off and read it for the others. "Go to the main lobby."

We turned and raced back down the hall to the elevator. We crammed in laughing and shoving. People looked at us like we were nuts. When we got to the main lobby, Kate took out the list again.

____________________________Name

Reading Activity #16 continued

"Now what?" Joe asked.

Kate read the next clue out loud. "5. Go to the front desk and ask for a paper bag." She started over to the desk and the others followed her—all except me. I had begun to smell a rat.

"Wait a minute," I said. The others stopped and looked back at me.

"What's the matter?" Kate asked.

"What do we need a paper bag for?" I asked. "Let's read the rest of the list before we make fools of ourselves in front of the secretary."

Kate pulled out the list and we all looked over her shoulder. The rest of the list looked like this:

6. Take the paper bag up on the roof of the building.
7. Take off your shoes and put them in the bag.
8. Hold the bag shut, swing it over your head and sing "Jingle Bells."
9. After you have read this list, come and ask me for your paychecks.

We all just looked at each other. I guess we all felt pretty silly. No one said a word. We turned and got back on the elevator.

It was quiet for a minute. Then Joe said, "Well, I guess Mr. O'Shay made his point about following directions."

No one said anything. Then a few seconds later Kate giggled and started whistling. The people on our floor were really surprised when the elevator door opened and out walked a group of people singing "Jingle Bells."

Name________________________________

Communication Skills

Reading Activity #16 continued

How well did you read? Complete the following sentences.

1. Everyone was sitting around talking because
   a. __________ they had too much work to do.
   b. __________ there was a bird in the office.
   c. __________ their work was all done.

2. Mr. O'Shay made up the treasure hunt
   a. __________ to see if they could follow directions.
   b. __________ to make them work for their paychecks.
   c. __________ because he had nothing else to do.

3. When she said she smelled a rat, the girl meant
   a. __________ she didn't think there were paper bags at the front desk.
   b. __________ she thought Mr. O'Shay was playing a joke on them.
   c. __________ she thought she saw a rat in the lobby.

Fill in the blanks to complete the paragraphs below.

It had been a long week at work. There __________ a few times when __________ was nothing to do. __________ O'Shay was the boss. __________ liked to play jokes __________ people. One time he __________ a gorilla mask in __________ elevator. Another time he __________ a canary loose in __________ office.

On Friday people in __________ office had finished their __________. They were just sitting __________ talking. Mr. O'Shay gave __________ a list. The list __________ clues that told them __________ to find their paychecks.

__________ first clue said to __________ the whole list first. __________ second clue said to __________ the elevator to the __________ floor. Then they were ______________ to find a drinking ______________. The clue under the ______________ fountain said to go __________ the main lobby. Then __________ were supposed to ask __________ a paper bag. The __________ clues said to take the paper bag up on the roof, to put __________ shoes in the bag, __________ it over their heads, __________ sing "Jingle Bells." They knew then that Mr. O'Shay had been playing a joke on them.

______________________________Name

Reading Activity #16—Answers

How well did you read? Complete the following sentences.

1. Everyone was sitting around talking because
   a. ______ they had too much work to do.
   b. ______ there was a bird in the office.
   c. ✓ their work was all done.

2. Mr. O'Shay made up the treasure hunt
   a. ✓ to see if they could follow directions.
   b. ______ to make them work for their paychecks.
   c. ______ because he had nothing else to do.

3. When she said she smelled a rat, the girl meant
   a. ______ she didn't think there were paper bags at the front desk.
   b. ✓ she thought Mr. O'Shay was playing a joke on them.
   c. ______ she thought she saw a rat in the lobby.

Fill in the blanks to complete the paragraphs below.

It had been a long week at work. There were a few times when there was nothing to do. Mr. O'Shay was the boss. He liked to play jokes on people. One time he wore a gorilla mask in the elevator. Another time he let a canary loose in the office.

On Friday people in the office had finished their work. They were just sitting around talking. Mr. O'Shay gave them a list. The list gave clues that told them where to find their paychecks.

The first clue said to read the whole list first. The second clue said to take the elevator to the sixth floor. Then they were supposed to find a drinking fountain. The clue under the drinking fountain said to go to the main lobby. Then they were supposed to ask for a paper bag. The next clues said to take the paper bag up on the roof, to put their shoes in the bag, swing it over their heads, and sing "Jingle Bells." They knew then that Mr. O'Shay had been playing a joke on them.

Math Activity #16

Vocabulary: **man-hour, dictation, bookkeeping, miscellaneous, convert, calculate**

This activity will give you practice with addition, multiplication, and averaging.

(Show all of your work in the space provided.)

See if you can interpret the following directions on man-hours to solve the problems below and on the next page. Mr. O'Shay is thinking about hiring another person to work in the office. Before he hires another person, he wants to be sure there is enough work in the office to keep the person busy. He begins to time everybody as they do their daily tasks. Each hour that one person works is called a "man-hour." If two people work for one hour each, then they are said to work two "man-hours."

1. Here is a list of the things Mr. O'Shay times. You convert each item into man-hours.
   a. Typing: three people typed for 5 hours each ______________________
   b. Copying: one person, 2 hours ______________________
   c. Filing: two people, 3 hours each ______________________
   d. Answering phones: three people, 5 hours each ______________________
   e. Dictation: two people, 2 hours each ______________________
   f. Bookkeeping: four people, 6 hours each ______________________
   g. Miscellaneous: four people, 1 hour each ______________________

2. Using your answers for 1a through 1g, what is the total number of man-hours worked in one day at Mr. O'Shay's office?

______________________ Name

Math Activity #16 continued

3. There are eight people working in Mr. O'Shay's office. Using your answer for problem #2, what is the average number of man-hours worked by each person in the office in one day?

4. Mr. O'Shay thinks that the answer for #3 is too high. It means that some work is being left over at the end of each day. But, he adds another two man-hours to allow for staff breaks. What will Mr. O'Shay's total be now?

5. If Mr. O'Shay hires another person, how many man-hours will each person put in? (Use your answer for #4 to calculate this.)

Name____________________________________

Math Activity #16—Answers

Vocabulary: **man-hour, dictation, bookkeeping, miscellaneous, convert, calculate**

This activity will give you practice with addition, multiplication, and averaging.

(Show all of your work in the space provided.)

See if you can interpret the following directions on man-hours to solve the problems below and on the next page. Mr. O'Shay is thinking about hiring another person to work in the office. Before he hires another person, he wants to be sure there is enough work in the office to keep the person busy. He begins to time everybody as they do their daily tasks. Each hour that one person works is called a "man-hour." If two people work for one hour each, then they are said to work two "man-hours."

1. Here is a list of the things Mr. O'Shay times. You convert each item into man-hours.

   a. Typing: three people typed for 5 hours each 15 man-hours
   b. Copying: one person, 2 hours 2 man-hours
   c. Filing: two people, 3 hours each 6 man-hours
   d. Answering phones: three people, 5 hours each 15 man-hours
   e. Dictation: two people, 2 hours each 4 man-hours
   f. Bookkeeping: four people, 6 hours each 24 man-hours
   g. Miscellaneous: four people, 1 hour each 4 man-hours

2. Using your answers for 1a through 1g, what is the total number of man-hours worked in one day at Mr. O'Shay's office?

$$\begin{array}{r} 15 \\ 2 \\ 6 \\ 15 \\ 4 \\ 24 \\ 4 \\ \hline 70 \end{array}$$

70 man-hours

Math Activity #16—Answers continued

3. There are eight people working in Mr. O'Shay's office. Using your answer for problem #2, what is the average number of man-hours worked by each person in the office in one day?

$$\begin{array}{r} 8.75 \\ 8\overline{)70.0} \\ 64 \\ \hline 60 \\ 56 \\ \hline 40 \end{array}$$

$\boxed{\text{8.75 man-hours}}$

4. Mr. O'Shay thinks that the answer for #3 is too high. It means that some work is being left over at the end of each day. But, he adds another two man-hours to allow for staff breaks. What will Mr. O'Shay's total be now?

$$\begin{array}{r} 8.75 \\ \times \quad 8 \\ \hline 70.00 \end{array} \qquad \begin{array}{r} 70 \\ +\ 2 \\ \hline \end{array}$$

$\boxed{\text{72 man-hours}}$

5. If Mr. O'Shay hires another person, how many man-hours will each person put in? (Use your answer for #4 to calculate this.)

$$\begin{array}{r} 8 \\ 9\overline{)72} \\ 72 \end{array}$$

$\boxed{\text{8 man-hours}}$

FMS1 LESSON: BILL PAYING

Financial management Skills

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify and interpret the key parts of a bill.
2. Explain the reasons for maintaining accurate records and paying bills on time.

RESOURCES:

Required:
1. Sample bills:
    a. Public utility bill
    b. Invoice for purchase of materials
2. Employability Activity #17: SAMPLE BILL

Optional:
1. Handouts of sample bills (clothing, meals, telephone, water)
2. Wooden, R.J. Budgeting and spending. In *Succeeding on your first job.* Columbus: The Ohio State University, Agriculture Education Curriculum Materials Service, 1977.

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Chalkboard

CONTENT OUTLINE:

I. Introduction:
Throughout our lives we must be prepared to pay for services and materials we purchase. For services or materials, the seller identifies or lists the charges on a bill. Some of the types of bills we receive are for public utilities, taxes, and goods such as gasoline and clothing.
- A. Reasons for paying bills promptly:
    1. Maintain credit rating
    2. Avoid finance charges
    3. Take advantage of discounts and rebates
- B. Reasons for keeping accurate records of payment:
    1. Avoid double billing
    2. Avoid lost checks
    3. Avoid errors on bills
    4. Deduct income tax accurately
    5. Budget money better

II. Samples for practice:
- A. Interpret the key parts of a bill; i.e., name, address, items, cost, finance charges, due date, etc.
- B. Point out errors on a sample bill and how they affect the amount to be paid.

LEARNING ACTIVITIES:

Have students:

1. Interpret the contents of a sample bill using Employability Activity #17: SAMPLE BILL.
   - a. Who is it from?
   - b. For what services?
   - c. Are the charges correct?
   - d. When is it due?
   - e. etc.
2. Discuss reasons for paying bills promptly and reasons for keeping accurate records of payment.

EVALUATION:

1. Students will list three reasons for paying bills on time.
2. Students will list five reasons for maintaining accurate records.
3. Given a sample bill, students will identify the type of bill, amount owed, discount period, interest charges, due date, etc.

Financial management Skills

Employability Activity #17

SAMPLE BILL

West Penn Power Company
Part of the Allegheny Power System
Box 1138
Greensburg, PA 15601

☐

PREVIOUS BALANCE	TOTAL PAYMENT AFTER DUE DATE	DUE DATE	TOTAL PAYMENT DUE
.00	11.40	DEC 6 79	11.26

MAKE CHECKS PAYABLE TO W.P.P. CO.

129130000116088 0000011403 0000011262

JOHN DOE
1101 STATE ST
ANYTOWN PA 00000

FOR CASHIER'S USE ONLY 1 29 13000 011608 8

WHEN PAYING AT OFFICE OR AGENCY, PLEASE BRING ENTIRE BILL.
WHEN PAYING BY MAIL, PLEASE RETURN THIS PORTION OF BILL WITH PAYMENT IN ENCLOSED ENVELOPE.

FOR MORE INFORMATION ABOUT YOUR BILL AND W.P.P. CO. OFFICE LOCATIONS SEE REVERSE SIDE. THE OFFICE SERVING YOU IS LISTED AS CODE 11

SERVICE LOCATION
1101 STATE ST
ANYTOWN PA 00000

YOUR ACCOUNT NUMBER
1 29 13 000 011608
PLEASE USE WHEN CALLING OR WRITING

PAYMENT DUE LAST BILL	5.93	
PAYMENT RECEIVED	5.93 CR	
ACCOUNT BALANCE BROUGHT FORWARD		.00

CURRENT BILLING FOR 29 DAYS USE NOV 1 TO DEC 1

OCT 1 ACTUAL METER READING	1472		
NOV 1 ACTUAL METER READING	1872		
BASE CHARGE ON RATE CODE 101 FOR	100 KWH	9.89	
PA TAX SURCHARGE @ 3.200%		.32	
ENERGY COST RATE @ $.004694 PER KWH		1.05	
CHARGE FOR CURRENT BILLING PERIOD			11.26

YOUR AVERAGE COST PER DAY	PA GROSS RECEIPTS TAX INCLUDED IN BILLING	PAYMENT AFTER DUE DATE INCLUDES LATE PAY CHARGE OF	TOTAL PAYMENT AFTER DUE DATE	DUE DATE	TOTAL PAYMENT DUE
.39	4.50%	.14	11.40	DEC 6 79	11.26

Thank you for your payment.

West Penn Power Company
Part of the Allegheny Power System
Box 1138
Greensburg, PA 15601

Source: Reprinted with permission of West Penn Power Company, State College, PA.

Name________________________________

Financial management Skills

Reading Activity #17

Vocabulary: **faithful, roommate, refreshments, grocery, sandwiches, complained, prepared, reserved, excitement, frenzy, channel**

SUPER FLOP

It was the Saturday before "Super Sunday" and the Steelers were once again in the "Super Bowl." Bob was a faithful Steeler fan. His roommate, Tom, was from Los Angeles and liked the Rams. They were playing each other this year. The two boys had a good TV so they made plans for a party at their place to go along with the game. They asked a dozen of their friends to pitch in $2 each. This was to cover the cost of the refreshments.

Bob went out to get the keg. Tom drove to the grocery store where he bought stuff for sandwiches and snacks. When they returned, they began talking about the money each had spent. With the added money of the friends, they still had to pay for much of it themselves.

"Well, I paid $17.50 for the keg, and Tony let me take it without a deposit," Bob said.

"And I spent $22 just on food. We should have asked the others for $3 each," Tom complained. "I'm running a little short this month."

"That's all right. We can handle it," said Bob. "The rent is paid, and the telephone. The only other bill is TV Cable Co. Do you know when that's due? Get the bill and check the due date on it."

"I think I put it on your desk. That's really nothing to worry about. It's not that much, $12. And I'm not sure, but I think they give you 30 days or so to pay it. They won't shut it off if we're a little late."

The time went fast for them that evening. They both bragged about their teams and discussed the point spread. They bet that the person whose team lost had to wash dishes for the next week. Bob was sure that his Steelers would not lose. Tom was not quite so sure of his Rams, but he was behind them all the way.

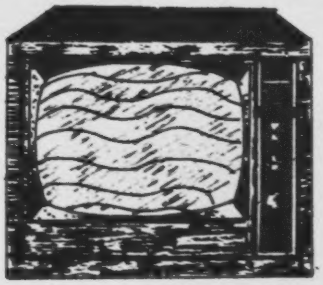
The next afternoon they both prepared the house for the game. They tapped the keg after the first few people showed. Tom made Sloppy Joes in a huge pot, enough to feed 20. By two o'clock everyone had come and there was almost an equal number of fans for both teams. The first ones were in the living room where the TV was. They put reserved signs on the best chairs. The excitement grew into a frenzy as it neared game time. Kick-off was at 2:30. At about 2:25, they turned on the TV. There was no picture, just hazy shadows of an old Tarzan movie on a local channel.

Bob and Tom looked at each other in shock and thought of the bill they did not pay. TV Cable Co. had shut them off.

257 ______________ Name

Reading Activity #17 continued

How well did you read? Complete the following sentences.



1. The two teams playing in the Super Bowl were
   a. __________ the Rams and the Steelers.
   b. __________ the Steelers and the Vikings.
   c. __________ the Vikings and the Rams.
2. The only bill the boys hadn't paid was
   a. __________ the rent.
   b. __________ the phone.
   c. __________ the TV cable.
3. The only thing on TV was a Tarzan movie because
   a. __________ the cable had been shut off.
   b. __________ the game had been rained out.
   c. __________ the TV was broken.

Unscramble the vocabulary words below. Then match them with their meanings. Watch your spelling. The correct spellings are among the words at the bottom of the page.

1. entsreshfrme __________
2. nacheln __________
3. fluthfia __________
4. cihsdnawse __________
5. dcpiemlano __________
6. yogcerr __________
7. drappere __________
8. fnyzre __________

a. food made with two pieces of bread __________
b. much excitement __________
c. TV station __________
d. food and drink served at a party __________
e. ready __________
f. whined __________
g. store where food is bought __________
h. loyal __________

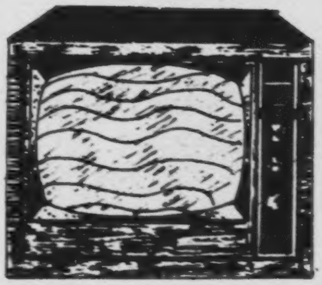
faithful
roommate
refreshments
grocery
sandwiches
complained
prepared
reserved
excitement
frenzy
channel

Name______________________________

Financial management Skills

Reading Activity #17—Answers

How well did you read? Complete the following sentences.



1. The two teams playing in the Super Bowl were
   a. ✓ the Rams and the Steelers.
   b. ________ the Steelers and the Vikings.
   c. ________ the Vikings and the Rams.

2. The only bill the boys hadn't paid was
   a. ________ the rent.
   b. ________ the phone.
   c. ✓ the TV cable.

3. The only thing on TV was a Tarzan movie because
   a. ✓ the cable had been shut off.
   b. ________ the game had been rained out.
   c. ________ the TV was broken.

Unscramble the vocabulary words below. Then match them with their meanings. Watch your spelling. The correct spellings are among the words at the bottom of the page.

1. entsreshfrme refreshments
2. nacheln channel
3. fluthfia faithful
4. cihsdnawse sandwiches
5. dcpiemlano complained
6. yogcerr grocery
7. drappere prepared
8. fnyzre frenzy

a. food made with two pieces of bread sandwich
b. much excitement frenzy
c. TV station channel
d. food and drink served at a party refreshments
e. ready prepared
f. whined complained
g. store where food is bought grocery
h. loyal faithful

faithful
roommate
refreshments

grocery
sandwiches
complained

prepared
reserved
excitement

frenzy
channel

FMS1 LESSON: BILL PAYING

Financial management Skills

Math Activity #17

Vocabulary: **budgeting, calendar, paychecks, predicting, notified**

This activity will give you practice with using addition and subtraction in budgeting your money and paying bills.

Below is a calendar for 2 months. Beneath the calendar is a list of the bills you must pay in those 2 months and the paychecks you will receive.

Assume that you have $150 in your checking account on June 30. Beginning on July 1, write in the amount of money you have in your account at the end of each day of the 2 months. The first week is done for you.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
JULY					1 $110.00	2 $290.00	3 $115.00
	4 $115.00	5 $115.00	6 $115.00	7 $115.00	8 $115.00	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
AUGUST	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

Paychecks:
- July 2—$180.00
- July 16—$180.00
- July 30—$180.00
- August 13—$180.00
- August 27—$180.00

Deposits:
- July 12 (money from savings)—$40.00
- August 10 (money from savings) —$100.00

Bills:
1. Rent: $175 due July 3, August 3
2. Electric bill: $55 July 15, $67 August 15
3. Green's Dept. Store: $87.50 July 20
4. Water bill: $16.90 July 12, $9.25 August 11
5. Food: $40 July 1, 15, 29; August 11, 25
6. For vacation at shore: $215 August 16

Name________________________________

Math Activity #17 continued

This activity will give you practice with using percents and predicting the cost of living.

(Show all of your work in the space provided.)

These days things keep getting more expensive. Often you will be notified of an increase in the cost of certain services. Use your knowledge of percents to help you with the problems below.

1. Mark usually pays $35.75 a month for heating oil. Recently he was told there would be a 9% increase in his monthly bill. How much will he be paying a month from now on?

2. It used to cost 35¢ to ride to work on the bus. In 2 weeks the price will go up by 20%. How much will it cost to ride to work then?

3. Jack's food bill is usually about $40.00 a week. He figures that starting next week he will have to increase this amount by 25%. How much will he be paying for food then?

4. Mr. Grant pays $8.50 a week to have his shirts cleaned. The cleaner told him that starting in September the cost will go up by 15%. How much *more* will Mr. Grant be paying in September than he is now?

____________________________Name

Math Activity #17 continued

5. Jim and Ann used to go to the movies for $3.00 each. Then the price for a ticket increased by 15%. How much does it cost now for the two of them to see a movie?

6. Ms. Hilton used to pay $12.95 to have her pet poodle Fifi shampooed and combed. Then the price at Poodle Palace increased by 10%. How much must Ms. Hilton pay now?

7. Ice cream cones at Allen's Dairy cost 45¢ last summer. This summer they cost 20% more. How much do they cost now?

Name_______________________________

Financial management Skills

Math Activity #17—Answers

Vocabulary: **budgeting, calendar, paychecks, predicting, notified**

This activity will give you practice with using addition and subtraction in budgeting your money and paying bills.

Below is a calendar for 2 months. Beneath the calendar is a list of the bills you must pay in those 2 months and the paychecks you will receive.

Assume that you have $150 in your checking account on June 30. Beginning on July 1, write in the amount of money you have in your account at the end of each day of the 2 months. The first week is done for you.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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	4 $115.00	5 $115.00	6 $115.00	7 $115.00	8 $115.00	9 $115.00	10 $115.00
	11 $115.00	12 $138.10	13 $138.10	14 $138.10	15 $43.10	16 $223.10	17 $223.10
	18 $223.10	19 $223.10	20 $135.60	21 $135.60	22 $135.60	23 $135.60	24 $135.60
	25 $135.60	26 $135.60	27 $135.60	28 $135.60	29 $95.60	30 $275.60	31 $275.60
AUGUST	1 $275.60	2 $275.60	3 $100.60	4 $100.60	5 $100.60	6 $100.60	7 $100.60
	8 $100.60	9 $100.60	10 $200.60	11 $161.35	12 $151.35	13 $331.35	14 $331.35
	15 $264.35	16 $49.35	17 $49.35	18 $49.35	19 $49.35	20 $49.35	21 $49.35
	22 $49.35	23 $49.35	24 $49.35	25 $9.35	26 $9.35	27 $189.35	28 $189.35
	29 $189.35	30 $189.35	31 $189.35				

Paychecks:
- July 2—$180.00
- July 16—$180.00
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Financial management Skills

Math Activity #17—Answers continued

This activity will give you practice with using percents and predicting the cost of living.

(Show all of your work in the space provided.)

These days things keep getting more expensive. Often you will be notified of an increase in the cost of certain services. Use your knowledge of percents to help you with the problems below.

1. Mark usually pays $35.75 a month for heating oil. Recently he was told there would be a 9% increase in his monthly bill. How much will he be paying a month from now on?

$35.75 a month
x .09 increase
$ 3.22

$35.75
3.22
$\boxed{\$38.97}$ new charge

2. It used to cost 35¢ to ride to work on the bus. In 2 weeks the price will go up by 20%. How much will it cost to ride to work then?

$.35 present cost
.20 increase
$ .07

$.35
.07
$\boxed{\$.42}$ new fare

3. Jack's food bill is usually about $40.00 a week. He figures that starting next week he will have to increase this amount by 25%. How much will he be paying for food then?

$40.00 a week
x .25 increase
$ 10.00

$40.00
+10.00
$\boxed{\$50.00}$ for food

4. Mr. Grant pays $8.50 a week to have his shirts cleaned. The cleaner told him that starting in September the cost will go up by 15%. How much *more* will Mr. Grant be paying in September than he is now?

$8.50 a week
x .15 increase
$\boxed{\$1.28}$ more

Financial management Skills

Math Activity #17—Answers continued

5. Jim and Ann used to go to the movies for $3.00 each. Then the price for a ticket increased by 15%. How much does it cost now for the two of them to see a movie?

$3.00 ticket
x .15 increase
$ .45 more
+ 3.00
$ 3.45 new price

$3.45
x 2
$\boxed{\$6.90}$ for two tickets

6. Ms. Hilton used to pay $12.95 to have her pet poodle Fifi shampooed and combed. Then the price at Poodle Palace increased by 10%. How much must Ms. Hilton pay now?

$12.95
x .10 increase
$1.30 more

$12.95
+ 1.30
$\boxed{\$14.25}$ new charge

7. Ice cream cones at Allen's Dairy cost 45¢ last summer. This summer they cost 20% more. How much do they cost now?

$.45
x .20 increase
$ .09 more

$ .45
+ .09
$\boxed{\$\ .54}$ new charge

FMS2 LESSON: BANKING SKILLS (I): FUNCTIONS OF SAVINGS ACCOUNTS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the importance and function of savings accounts

RESOURCES:

Required:
1. Literature from local banks/savings and loan associations pertaining to savings account services
2. Employability Activity #18: RULES AND REGULATIONS GOVERNING STATEMENT SAVINGS ACCOUNTS

Optional:
1. Guest speaker from local bank/savings and loan association
2. Banking forms for savings account

TEACHER DELIVERY SYSTEM:

1. Small group discussion
2. Resource speaker from local bank/savings and loan association
3. Lecture

CONTENT OUTLINE:

I. Introduction:
   A. We all realize that how we handle or spend our money is very important. One of the major aspects of managing money is to be able to save some of it for emergencies.
   B. Discuss advantages/disadvantages of savings account.

II. Define purposes/function of savings account:
   A. Money earns interest.
      1. Define interest and why banks/savings and loan associations are able to pay interest (because banks/savings and loan associations use the money in the accounts to invest so they can also make money).
   B. Money is invested by bank.
      1. Define concept of investment by the individual—"Money makes Money."
      2. List ways bank/savings and loan association invests money—loans, etc.
      3. List how investment affects the individual.
   C. Money is guaranteed against theft.
      1. Define FDIC, FSLIC.
      2. List functions of FDIC/FSLIC as they affect the individual.

LEARNING ACTIVITIES:

1. Small group discussion—resulting in list of advantages/disadvantages for using savings account.
2. Resource speaker presentation—teacher provides questions for students to ask speaker along with those questions generated by students.
3. Field trip to bank/savings and loan association (possibly as culminating experience for this lesson or after a number of lessons in this unit).
4. Summary listing of purposes/functions.
5. Have students read and discuss Employability Activity #18: RULES AND REGULATIONS GOVERNING STATEMENT SAVINGS ACCOUNTS.

EVALUATION:

1. Students will list, in writing, the purposes/functions of a savings account.

Employability Activity #18

RULES AND REGULATIONS GOVERNING STATEMENT SAVINGS ACCOUNTS

RULES AND REGULATIONS GOVERNING STATEMENT SAVINGS ACCOUNTS

THE PEOPLES NATIONAL BANK OF CENTRAL PENNSYLVANIA

State College, Pennsylvania

1. Deposits of $1.00 and upwards will be received.
2. When making the first deposit, the Depositor(s), here and after referred to as Depositor, shall sign his or her name upon a signature card, thereby giving his or her assent to and acknowledgement of receipt of a copy of the rules and regulations governing such accounts.
3. Interest shall accrue on funds from the date of deposit to the date of withdrawal at such rates as may from time to time be allowed by the Bank, such interest shall be compounded daily and credited to the account on a quarterly basis on March 31, June 30, September 30 and December 31. No interest will be allowed on balances of less than $10.
4. The Bank may at any time at is discretion and without prior notice refuse any deposit, limit the amount which may be deposited, return all or any part of the deposit, close the account, change the rate of interest, or discontinue the payment of interest.
5. The Bank will render periodic statements of the account to the Depositor at the Depositor's address as shown on the records of the Bank or otherwise be made available to the Depositor. Each such statement shall be deemed to be correct and accurate in all respects unless errors therein are called to the Bank's attention within 30 days after said statement has been placed in the mail. The Depositor agrees to notify the Bank promptly of any change of address. Statements and notices sent by regular mail addressed to the Depositor at his last known address, as shown on the Bank's records, shall be deemed as proper and sufficient mailing of notices and statements to the Depositor.
6. The Bank may at any time and at its discretion and with or without notice to the Depositor, or any of them, assert a lien, unless provided otherwise by law, on the balance in the account and apply any or all part thereof upon any indebtedness, matured or unmatured, that then may be owing to the Bank by the Depositor, or any of them, and offset the amount so applied against a corresponding amount of such indebtedness.
7. Accounts shall be subject to such applicable Federal and State laws and regulations as may now or hereafter be in effect including, but not limited to, matters of title, validity, performance and discharge.
8. Joint Depositors, agree each with the other and with the Peoples National Bank of Central Pennsylvania, State College, Pennsylvania that all sums now on deposit heretofore and hereafter deposited by either or both of said joint Depositors with said Bank to their credit as said joint Depositors with all accumulations thereon, are and shall be owned by them jointly, with the right of survivorship and be subject to the receipt or withdrawal of either of them or the survivor of them, and payment to either or survivor shall be valid and discharge said Bank from liability. Each appoints the other attorney, with power to deposit moneys of the other and for that purpose to endorse any check, draft, note or other instrument payable to the order of the other or both said joint Depositors. Payment to the survior shall be subject to the laws relating to inheritance and succession taxes and all rules and regulations made pursuant thereto.
9. The Bank reserves the right of demanding 30 days notice for the withdrawal of any sum of money on deposit in this account, but may at its discretion pay such deposits on demand, without thereby waiving the right to require such notice.
10. Payments may be made to the Depositor over the counter, through the mails or otherwise. All items deposited are subject to final payment in cash or its equivalent.

Source: Reprinted with permission of The Peoples National Bank of Central Pennsylvania, State College, PA.

Name________________________________

Financial management Skills

FMS2 LESSON: BANKING SKILLS (I): FUNCTIONS OF SAVINGS ACCOUNTS

Reading Activity #18

Vocabulary: **mechanic, tinkering, enrolling, wrenches, accounts, interest, future**

A NEST EGG

My parents always wanted me to go to college. It was something they never got the chance to do. Their folks didn't have very much money, and as soon as they were old enough, my parents had to work. Dad always pointed out my cousins or friends who were going to college. He told me how bright they were and what an honor it was to have a degree. He never really pushed it on me. Still, I thought he'd hit the roof when I told him I was going to be a mechanic.

There were a lot of problems at first. I took classes in business during high school. I should have gone to Vo-Tech, but I thought I would want to go to college. Back then I didn't know. My grades were OK. They were pretty good in fact, but I didn't like school work. I spent most of my time tinkering with engines—and I liked it. But now I had to find a school to teach me the real thing. I knew that after a few years at a trade school I could be a master mechanic.

Well, I had enough money to pay the cost of the school. I had saved some every summer. The only thing that was holding me back from enrolling was the need for my own tools. Every man had to have his own complete set of tools. I had a few wrenches and such, but the list of what they wanted me to have was a mile long. I was looking for some way to earn money for them.

Mom said I could make $25 if I cleaned out the attic. Twenty-five dollars! That was about enough for one set of screwdrivers. Not much, but I needed the cash and I was ready to do anything. Anyway, if I hadn't cleaned the attic, I might never have found my "kiddie account."

The "kiddie accounts" were what my parents called three savings accounts that were in my name. They were started when I was born. They forgot about them. After all, 18 years had passed since then. These account books were in some dusty old boxes that had some other papers in them. I guess someone had cleaned out Dad's desk and put everything in the attic. This was money that my parents and grandparents put away for my education. Boy was I glad now! I'll bet they never thought I would have needed it that much—for that kind of education!

The biggest surprise of all to me was the interest. Each one had been earning 5½%, just sitting in the bank. One account had $100. The other two had $50 each. Over eighteen years, this came to about $800. This sure brightened up my future. A "kiddie account" is a neat thing: forget about it for a long time, and suddenly you're rich. Now I can get those tools with no problem. I can start school in the fall. I know it's not college, but . . . thanks, Mom and Dad.

__________ Name

Financial management Skills

FMS2 LESSON: BANKING SKILLS (I): FUNCTIONS OF SAVINGS ACCOUNTS

Reading Activity #18 continued

How well did you read? Complete the following sentences.

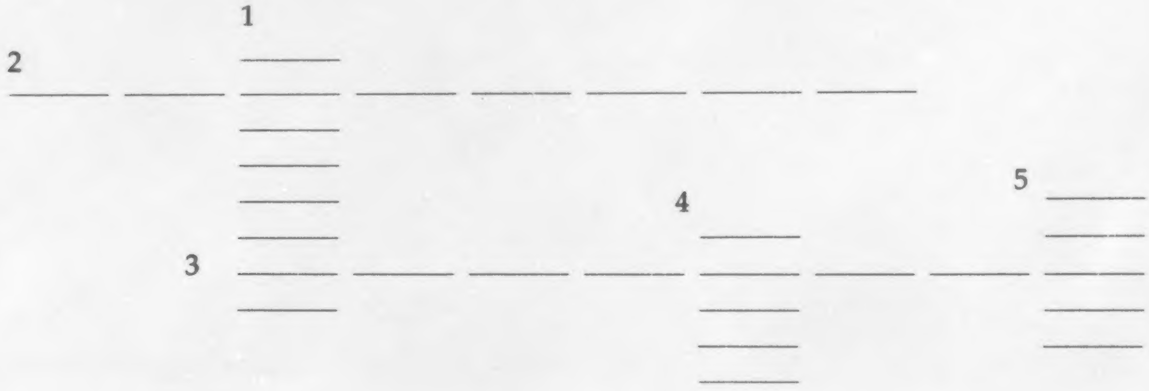
1. My parents wanted me to go to college because
   a. __________ all my older brothers did.
   b. __________ they never had the chance to go.
   c. __________ they wanted me to leave home.

2. I wanted to be a mechanic because
   a. __________ I enjoyed working on engines.
   b. __________ my father was a mechanic.
   c. __________ I could make a lot of money.

3. The "kiddie accounts"
   a. __________ were no good anymore.
   b. __________ were not worth much money.
   c. __________ had been started when I was born.

Use words from the story to answer the clues for the crossword puzzle below.

1. Person who fixes cars
2. Tools
3. Money earned in a savings account
4. School after high school
5. Opposite of basement



Name______________________________

Reading Activity #18—Answers

How well did you read? Complete the following sentences.

1. My parents wanted me to go to college because
   a. ________ all my older brothers did.
   b. ___✓___ they never had the chance to go.
   c. ________ they wanted me to leave home.

2. I wanted to be a mechanic because
   a. ___✓___ I enjoyed working on engines.
   b. ________ my father was a mechanic.
   c. ________ I could make a lot of money.

3. The "kiddie accounts"
   a. ________ were no good anymore.
   b. ________ were not worth much money.
   c. ___✓___ had been started when I was born.

Use words from the story to answer the clues for the crossword puzzle below.

1. Person who fixes cars
2. Tools
3. Money earned in a savings account
4. School after high school
5. Opposite of basement

		1 M							
2 W	R	E	N	C	H	E	S		
		C							
		H							
		A							5 A
		N				4 T			T
		3 I	N	T	E	R	E	S	T
		C				A			I
						D			C
						E			

Financial management Skills

FMS2 LESSON: BANKING SKILLS (I): FUNCTIONS OF SAVINGS ACCOUNTS

Math Activity #18

Vocabulary: **compound interest, invest**

Exercise A:
This activity will give you practice with multiplication to figure compound interest earned on a savings account.

(Show all of your work in the space provided.)

Ray's parents were able to save money for him by starting a savings account when he was young. Following is a chart showing how this money earned more money while it was in the bank. (Interest rate: 5½ percent)

1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
$100	$105.50	$111.30	$117.42	$123.88	$130.77	$137.88					

Amount × Interest = Amount Earned

$100 × 5½% =
$100 × .055 = $5.50

Banks add the interest earned to the amount in the account, and then the amount plus interest becomes the new amount. Assume Ray's bank does this.

1. Finish filling in the chart above.

2. How much money did the $100 earn from 1960 to 1970?

Name________________________________

Math Activity #18 continued

3. Jane put $250 in her savings account. Her account has an interest rate of 6%. How much money will she earn in 1 year? In 2 years?

4. Liz had put $75 into her savings account. If the interest is 7% and she leaves the money in the bank for 5 years, how much money will she earn?

5. Jack put $300 in the bank for 3 years at 12½% interest. Wendy put $240 in the bank for 4 years at 11% interest. Who will earn more money?

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______________________________Name

Math Activity #18 continued

6. Use the chart on Ray's money to help you with this question. Ray was born in 1959. If he leaves the $100 in his account, how much money will there be in the savings account on his 18th birthday?

7. You have $200 that you would like to invest. You can invest it for 2 years at 16% interest. You can also invest it for 4 years at 14% interest. Which plan would earn you more money?

Name_______________________________

Math Activity #18—Answers

Vocabulary: **compound interest, invest**

Exercise A:
This activity will give you practice with multiplication to figure compound interest earned on a savings account.

(Show all of your work in the space provided.)

Ray's parents were able to save money for him by starting a savings account when he was young. Following is a chart showing how this money earned more money while it was in the bank. (Interest rate: 5½ percent)

1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
$100	$105.50	$111.30	$117.42	$123.88	$130.77	$137.88	$145.46	$153.46	$161.90	$170.80	$180.19

Amount × Interest = Amount Earned

$100 × 5½% =
$100 × .055 = $5.50

Banks add the interest earned to the amount in the account, and then the amount plus interest becomes the new amount. Assume Ray's bank does this.

1. Finish filling in the chart above.

$137.88 × .055 = $7.58
+137.88
$\boxed{\$145.46}$
(1966)

$146.46 × .055 = $8.00
+146.46
$\boxed{\$153.46}$
(1967)

$153.46 × .055 = $8.44
+153.46
$\boxed{\$161.90}$
(1968)

$161.90 × .055 = $8.90
+161.90
$\boxed{\$170.80}$
(1969)

$170.80 × .055 = $9.39
+170.80
$\boxed{\$180.19}$
(1970)

2. How much money did the $100 earn from 1960 to 1970?

$180.19 (1970)
−100.00 (1960)
$\boxed{\$80.19}$ earnings

Math Activity #18—Answers continued

3. Jane put $250 in her savings account. Her account has an interest rate of 6%. How much money will she earn in 1 year? In 2 years?

$250
x .06
$15.00 interest for 1 year

$250
+ 15
$265

$265.00
x .06
$ 15.90
+ 15.00
$30.90 interest for 2 years

4. Liz had put $75 into her savings account. If the interest is 7% and she leaves the money in the bank for 5 years, how much money will she earn?

$75.00	$80.25	$85.87	$91.88	$98.31
x.07	x .07	x .07	x .07	x .07
$ 5.25	$ 5.62	$ 6.01	$6.43	$ 6.88
+75.00	+80.25	+85.87	+91.88	+98.31
$ 80.25	$ 85.87	$91.88	$98.31	$105.19
1st year	2nd year	3rd year	4th year	5th year

$ 105.19
− 75.00
$ 30.19

5. Jack put $300 in the bank for 3 years at 12½% interest. Wendy put $240 in the bank for 4 years at 11% interest. Who will earn more money?

Jack

Jack:

$300.00	$337.50	$379.69
x .125	x .125	x .125
$ 37.50	$ 42.19	$ 47.46
+ 300.00	+ 337.50	+ 379.69
$ 337.50	$379.69	$427.15
1st yr.	2nd yr.	3rd yr.

Wendy:

$240.00	$266.40	$295.70	$328.23
x .11	x .11	x .11	x .11
$ 26.40	$ 29.30	$ 32.53	$ 36.10
+240.00	+ 266.40	+295.70	+328.23
$266.40	$ 295.70	$ 328.23	$364.33
1st yr.	2nd yr.	3rd yr.	4th yr.

Math Activity #18—Answers continued

6. Use the chart on Ray's money to help you with this question. Ray was born in 1959. If he leaves the $100 in his account, how much money will there be in the savings account on his 18th birthday?

$180.19
x .055
$ 9.91
+ 180.19
$ 190.10
(1971)
12 yrs.old

$190.10
x .055
$ 10.46
+ 190.10
$200.56
(1972)
13 yrs.old

$200.56
x .055
$ 11.03
+200.56
$ 211.59
(1973)
14 yrs.old

$ 211.59
x .055
$ 11.64
+ 211.59
$223.23
(1974)
15 yrs.old

$ 223.23
x .055
$ 12.28
+223.23
$ 235.51
(1975)
16 yrs.old

$235.51
x .055
$ 12.95
+ 235.51
$ 248.46
(1976
17 yrs.old

$ 248.46
x .055
$ 13.67
+ 248.46
$ 262.13 - 18 yrs. old
(1977)

✓

7. You have $200 that you would like to invest. You can invest it for 2 years at 16% interest. You can also invest it for 4 years at 14% interest. Which plan would earn you more money? 14%

16%:

$200.00
x .16
$ 32.00
+ 200.00
$232.00
1st yr.

$ 232.00
x .16
$ 37.12
+ 232.00
$ 269.12
2nd yr.

14%:

$200.00
x .14
$ 28.00
+ 200.00
$ 228.00
1st yr.

$ 228.00
x .14
$ 31.92
+ 228.00
$ 259.92
2nd yr.

$ 259.92
x .14
$ 36.39
259.92
$ 296.31
3rd yr.

$ 296.31
x .14
$ 41.48
+ 296.31
$ 337.79
4th yr.

Math Activity #18 continued

Vocabulary: **simple interest, compute**

Exercise B:
This activity will give you practice with percentages and multiplication in figuring simple and compound interest.

(Show all of your work in the space provided.)

1. Let's say that after your first year of work you have managed to save $800. Rather than spending it, you decide to put it in the bank. You find that you can earn interest at the rate of 7% a year.

   At the end of 1 year in the bank, how much money will your $800 have earned for you?

   7% = .07 $800 × .07 = __________

   How much money will you have in your savings account at the end of one year?

2. You decide to keep all this money in the bank for another year. At a 7% interest rate, how much money will you have in the bank at the end of the second year?

3. For each of the amounts and interest rates below, compute the *amount earned* and the *new total* in the bank after 1 year.

   A. $750.00 at 6% amount earned = __________
   new total = __________

Math Activity #18 continued

B. $1,200.00 at 8% amount earned = ____________
new total = ____________

C. $420.00 at 8.5% amount earned = ____________
new total = ____________

D. $870.00 at 7% amount earned = ____________
new total = ____________

E. $2,000.00 at 5.5% amount earned = ____________
new total = ____________

F. $2,500.00 at 6% amount earned = ____________
new total = ____________

____________________________________ Name

Math Activity #18—Answers continued

Vocabulary: **simple interest, compute**

Exercise B:
This activity will give you practice with percentages and multiplication in figuring simple and compound interest.

(Show all of your work in the space provided.)

1. Let's say that after your first year of work you have managed to save $800. Rather than spending it, you decide to put it in the bank. You find that you can earn interest at the rate of 7% a year.

   At the end of 1 year in the bank, how much money will your $800 have earned for you?

   7% = .07 $800 × .07 = $56.00

   How much money will you have in your savings account at the end of one year?

   $856.00

   $800.00
   + 56.00
   $856.00

2. You decide to keep all this money in the bank for another year. At a 7% interest rate, how much money will you have in the bank at the end of the second year?

   $915.92

   $856.00
   × .07
   $ 59.92

   $856.00
   + 59.92
   $ 915.92

3. For each of the amounts and interest rates below, compute the *amount earned* and the *new total* in the bank after 1 year.

   A. $750.00 at 6% amount earned = $45.00
   new total = $795.00

   $750
   × .06
   $45.00

   $750
   + 45
   $795

Math Activity #18—Answers continued

B. $1,200.00 at 8%

amount earned = $96.00
new total = $1296.00

$$\begin{array}{r} \$1200 \\ \times .08 \\ \hline \$96.00 \end{array} \qquad \begin{array}{r} \$1200 \\ +96 \\ \hline \$1296 \end{array}$$

C. $420.00 at 8.5%

amount earned = $35.70
new total = $455.70

$$\begin{array}{r} \$420 \\ \times .085 \\ \hline \$35.70 \end{array} \qquad \begin{array}{r} \$420.00 \\ +35.70 \\ \hline \$455.70 \end{array}$$

D. $870.00 at 7%

amount earned = $60.90
new total = $930.90

$$\begin{array}{r} \$870 \\ \times .07 \\ \hline \$60.90 \end{array} \qquad \begin{array}{r} \$870.00 \\ +60.90 \\ \hline \$930.90 \end{array}$$

E. $2,000.00 at 5.5%

amount earned = $110.00
new total = $2110.00

$$\begin{array}{r} \$2000 \\ \times .055 \\ \hline \$110.00 \end{array} \qquad \begin{array}{r} \$2000 \\ +110 \\ \hline \$2110 \end{array}$$

F. $2,500.00 at 6%

amount earned = $150.00
new total = $2650.00

$$\begin{array}{r} \$2500 \\ \times .06 \\ \hline \$150.00 \end{array} \qquad \begin{array}{r} \$2500 \\ +150 \\ \hline \$2650 \end{array}$$

Financial management
Skills

FMS3 LESSON: BANKING SKILLS (II): SAVINGS ACCOUNTS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Complete a savings account application, deposit slip, and withdrawal slip.

RESOURCES:

Required:
1. Sample materials from local bank/savings and loan association including savings account application.
2. Employability Activity #19: SAMPLE FORMS—DEPOSIT/WITHDRAWAL and Employability Activity #19: SAMPLE FORMS—PASSBOOK LEDGER

Optional:
1. Actual deposit and withdrawal slips
2. Classroom chart/poster of completed deposit/withdrawal slips
3. Guest speaker from bank/savings and loan association

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Small group discussion
3. Demonstration
4. Guest speaker

CONTENT OUTLINE:

I. Introduction:
   A. Review previous lessons on banking skills.
   B. Discuss mechanics of deposit/withdrawal in savings account:
      1. Passbook—describe and provide example; Employability Activity #19: SAMPLE FORMS—DEPOSIT/WITHDRAWAL and Employability Activity #19: SAMPLE FORMS—PASSBOOK LEDGER.
      2. Deposit slip—describe, provide example, and discuss procedure for making a deposit.
      3. Withdrawal slip—describe, provide example, and discuss procedure for making a withdrawal.

II. Define/discuss vocabulary terms:
   A. Teller I.D.
   B. Interest
   C. Deposit
   D. Withdrawal
   E. Balance
   F. Money in figures
   G. Money in words
   H. Others

III. Completion of savings account application:
   A. Presentation of account application:
      1. Teacher-directed completion of sample forms (through transparency if possible)
      2. Students' independent completion of sample forms

IV. Completion of deposit form:
  A. Presentation of deposit form—Employability Activity #19: SAMPLE FORMS—DEPOSIT/WITHDRAWAL and Employability Activity #19: SAMPLE FORMS—PASSBOOK LEDGER:
    1. Teacher-directed completion of sample forms (through transparency if possible)
    2. Students' independent completion of sample forms

V. Completion of withdrawal form:
  A. Presentation of withdrawal form
    1. Teacher-directed completion of sample forms (through transparency if possible)
    2. Students' independent completion of sample forms

LEARNING ACTIVITIES:

1. Group definition of terms/vocabulary
2. Group construction of charts/posters (of completed forms)
3. Individual completion of sample/actual forms

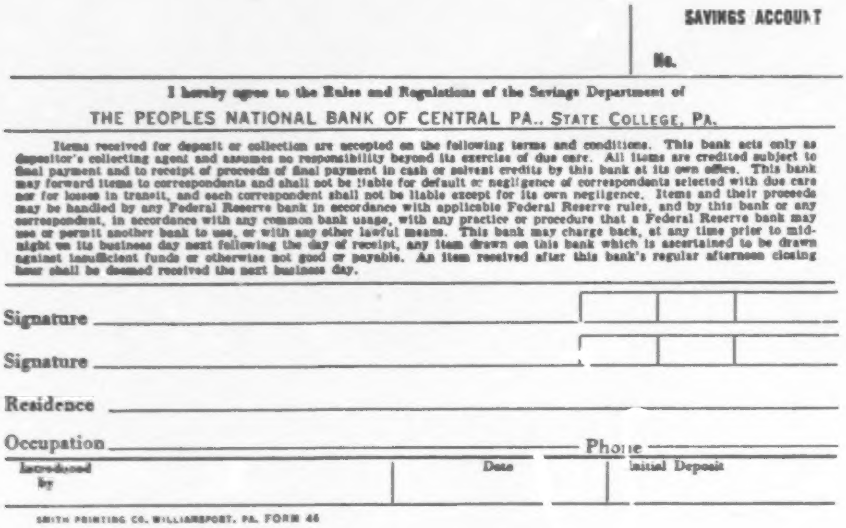
EVALUATION:

1. Students will correctly identify and complete a savings account application, deposit slip, and withdrawal slip.

Financial management Skills

Employability Activity #19

SAMPLE FORMS—DEPOSIT/WITHDRAWAL



SAVINGS ACCOUNT

No.

I hereby agree to the Rules and Regulations of the Savings Department of

THE PEOPLES NATIONAL BANK OF CENTRAL PA., STATE COLLEGE, PA.

Items received for deposit or collection are accepted on the following terms and conditions. This bank acts only as depositor's collecting agent and assumes no responsibility beyond its exercise of due care. All items are credited subject to final payment and to receipt of proceeds of final payment in cash or solvent credits by this bank at its own office. This bank may forward items to correspondents and shall not be liable for default or negligence of correspondents selected with due care nor for losses in transit, and each correspondent shall not be liable except for its own negligence. Items and their proceeds may be handled by any Federal Reserve bank in accordance with applicable Federal Reserve rules, and by this bank or any correspondent, in accordance with any common bank usage, with any practice or procedure that a Federal Reserve bank may use or permit another bank to use, or with any other lawful means. This bank may charge back, at any time prior to midnight on its business day next following the day of receipt, any item drawn on this bank which is ascertained to be drawn against insufficient funds or otherwise not good or payable. An item received after this bank's regular afternoon closing hour shall be deemed received the next business day.

Signature ______________________

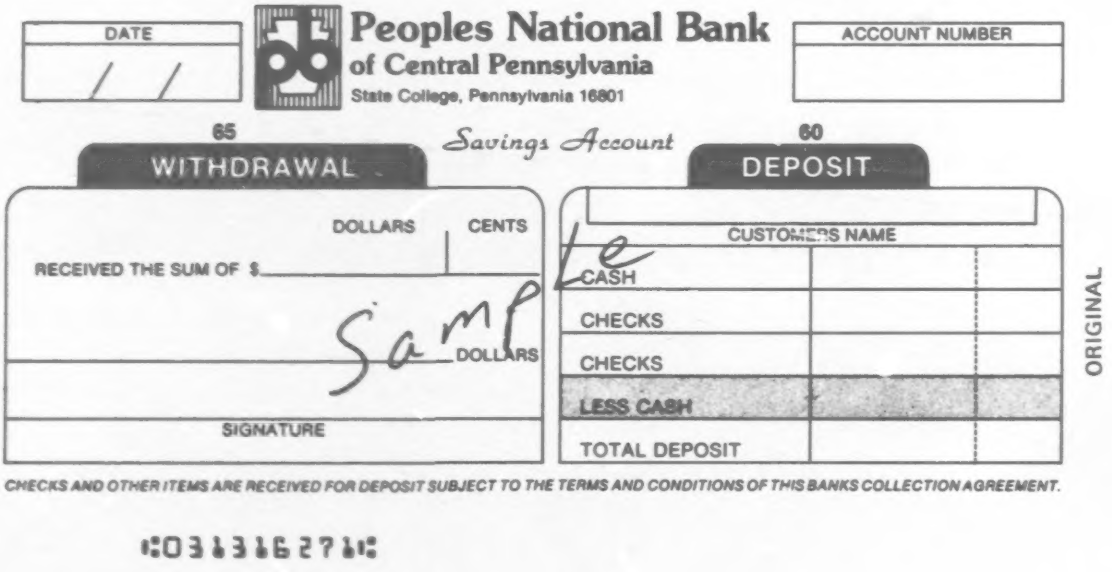
Signature ______________________

Residence ______________________

Occupation ______________________ Phone ______________

Introduced by | Date | Initial Deposit

SMITH PRINTING CO. WILLIAMSPORT, PA. FORM 46



DATE
/ /

Peoples National Bank
of Central Pennsylvania
State College, Pennsylvania 16801

ACCOUNT NUMBER

Savings Account

65
WITHDRAWAL

DOLLARS | CENTS

RECEIVED THE SUM OF $__________

__________ DOLLARS

SIGNATURE

Sample

60
DEPOSIT

CUSTOMER'S NAME

CASH		
CHECKS		
CHECKS		
LESS CASH		
TOTAL DEPOSIT		

ORIGINAL

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANKS COLLECTION AGREEMENT.

⑆031316271⑆

Source: Reprinted with permission of The Peoples National Bank of Central Pennsylvania, State College, PA.

Name ______________________

Employability Activity #19 continued

SAMPLE FORMS—PASSBOOK LEDGER

Always obtain a receipt for each transaction. Retain receipts until statement is received and balance is verified.

DATE	MEMO	(+) INTEREST		(-) WITHDRAWALS		(+) DEPOSITS		BALANCE	

PLEASE USE YOUR ACCOUNT NUMBER ON ALL DEPOSIT AND WITHDRAWAL FORMS

Source: Reprinted with permission of The Peoples National Bank of Central Pennsylvania, State College, PA.

______________________________ Name

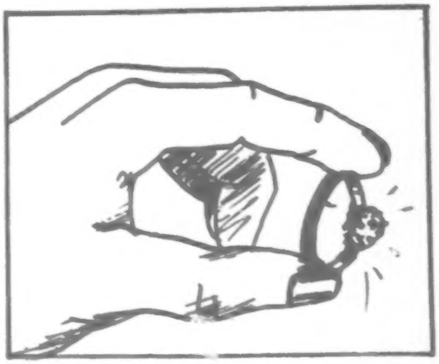
Reading Activity #19

Vocabulary: **lottery, advice, confused, occurred, afford, engaged, diamonds, expensive, jewelry, decision, expected, important, marriage, deposit, savings account**

A THOUSAND BIG ONES

Tony and Malcolm had been walking around the mall for a couple hours. This was the most fun Tony had ever had. He never liked to go shopping before, but this time it was different. Today he had $1,000 he could spend. For once, the guy who never won anything hit the lottery. He called this wealth by different names just for fun: "a grand—a thousand big ones—one-oh-oh-oh!" He loved it.

He had a lot of ideas for using it, too. Walking around the mall, he could have spent it a hundred ways. He wanted to buy his family something super nice. Malcolm was his best friend and Tony wanted to give him something great, too. They all thanked him but said that he should use it on what he wanted most.



This advice had him confused. He asked himself what it was that he wanted most. He thought only of things to buy. And then it occurred to him that the thing he wanted most was to get married. Susie was the girl of his dreams, and they loved each other very much. The biggest reason they weren't married already was because he couldn't afford to become engaged—diamonds were *way* too expensive!! Now he could do it.

When the two young men came to a jewelry store, they looked at the displays in the windows for a while. Then, gathering his courage, Tony walked in. Malcolm followed him. The clerk showed Tony the lower priced rings first. At last they came to the diamonds that were $900 and more. Tony saw one for $959.99. He told the clerk that was the one he wanted. With tax it would be really close to $1,000. The clerk told him that she would keep it for him until he returned the next day with Susie's ring size and the money.

Tony told Susie about his decision that night when they were together. She wasn't as happy about it as Tony expected. Susie felt that it was more important to have money in the bank. He had very little money saved. "After all," she said, "what good is getting engaged

Name______________________________

Reading Activity #19 continued

if we don't have any money to get married? I would rather have you put the money in a savings account for our marriage. Why don't you buy a cheaper ring? The rest you could deposit. Diamonds aren't important to me; our future is."

Tony really wanted to spend that money. This was a little disappointing to him. But after he found out that over 2 years he could make 11½% interest on a $1,000 bond, he didn't feel so bad. And when he saw the warm smile on Susie's face, he didn't feel bad at all!

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____________________Name

Reading Activity #19 continued

How well did you read? Complete the following sentences.

1. Tony had $1,000 because
   a. __________ he had saved it up.
   b. __________ his parents gave it to him.
   c. __________ he won it.

2. Susie wanted Tony to
   a. __________ buy her a diamond ring.
   b. __________ put the money in a savings account.
   c. __________ buy a more expensive ring.

3. Having the money in the bank
   a. __________ meant Susie wouldn't get a ring.
   b. __________ would make it earn interest.
   c. __________ would mean that Susie and Tony couldn't get married for a while.

Fill in the blanks to complete the paragraphs below.

Tony and Malcolm had been walking around the mall. __________ was having fun. He __________ $1,000 to __________. He wanted to buy __________ for his family. He __________ to buy something for __________, too. But most of __________ he wanted to get __________.

With $1,000 __________ could buy a __________ ring for his girlfriend __________. Tony and Malcolm looked __________ the windows of the __________ store. Then they went __________. The clerk showed Tony __________ cheaper rings first. Then __________ showed him some rings __________ cost almost __________. Tony decided to __________ back the next day __________ buy it.

That night __________ told Susie about the __________. To his surprise she __________ not excited about it. __________ thought it was more __________ to put the money __________ the bank.

Tony __________ out that he could __________ 11½% interest on the __________. He decided that putting money in the bank was a good idea after all.

Name______________________________

Financial management Skills

Reading Activity #19—Answers

How well did you read? Complete the following sentences.

1. Tony had $1,000 because
   a. ______ he had saved it up.
   b. ______ his parents gave it to him.
   c. ✓ he won it.

2. Susie wanted Tony to
   a. ______ buy her a diamond ring.
   b. ✓ put the money in a savings account.
   c. ______ buy a more expensive ring.

3. Having the money in the bank
   a. ______ meant Susie wouldn't get a ring.
   b. ✓ would make it earn interest.
   c. ______ would mean that Susie and Tony couldn't get married for a while.

Fill in the blanks to complete the paragraphs below.

Tony and Malcolm had been walking around the mall. Tony was having fun. He had $1,000 to spend. He wanted to buy something for his family. He wanted to buy something for Malcolm, too. But most of all he wanted to get married.

With $1,000 he could buy a diamond ring for his girlfriend Susie. Tony and Malcolm looked in the windows of the jewelry store. Then they went inside. The clerk showed Tony the cheaper rings first. Then she showed him some rings that cost almost $1,000. Tony decided to come back the next day to buy it.

That night he told Susie about the ring. To his surprise she was not excited about it. She thought it was more important to put the money into the bank.

Tony found out that he could make 11½% interest on the bond. He decided that putting money in the bank was a good idea after all.

Financial management Skills

Math Activity #19

Vocabulary: **earned, invested**

This activity will give you practice with computing simple interest using addition, multiplication, and percentages.

(Show all of your work in the space provided.)

Tony had $1,000 to invest. He asked at the bank and found he could make 13½% interest on his money if he left it in the bank for 4 years.

The money Tony will earn with his $1,000 is called simple interest. The woman at the bank showed Tony how to compute simple interest.

Starting Amount × Interest Rate × Time

$1,000 × 13½% per year × 4 years

$1,000 × .135 × 4 = $600

Compute simple interest in the problems below.

1. $500 at 6½% for 3 years
2. $565 at 8% for 5 years
3. $200 at 9% for 4 years
4. $350 at 8½% for 3 years

290

Name________________________________

Math Activity #19 continued

5. $5,000 at 17% for 5 years

6. $950 at 3½% for 2 years

7. $1,000 at 15% for 1 year

8. $225 at 13% for 7 years

9. Rip Van Winkle invested $500 at 14%. At the end of 20 years, how much money will Rip have earned?

10. Mr. Moneybags invests $5,000 at 12½%. How much will his $5,000 have earned at the end of 3 years?

______________________________Name

Financial management Skills

Math Activity #19—Answers

Vocabulary: **earned, invested**

This activity will give you practice with computing simple interest using addition, multiplication, and percentages.

(Show all of your work in the space provided.)

Tony had $1,000 to invest. He asked at the bank and found he could make 13½% interest on his money if he left it in the bank for 4 years.

The money Tony will earn with his $1,000 is called simple interest. The woman at the bank showed Tony how to compute simple interest.

Starting Amount × Interest Rate × Time

$1,000 × 13½% per year × 4 years

$1,000 × .135 × 4 = $600

Compute simple interest in the problems below.

1. $500 at 6½% for 3 years

$\$500.00 \times .065 \times 3 = \boxed{\$97.50}$

2. $565 at 8% for 5 years

$\$565 \times .08 \times 5 = \boxed{\$226.00}$

3. $200 at 9% for 4 years

$\$200.00 \times .09 \times 4 = \boxed{\$72.00}$

4. $350 at 8½% for 3 years

$\$350.00 \times .085 \times 3 = \boxed{\$89.25}$

Math Activity #19—Answers continued

5. $5,000 at 17% for 5 years

$\$5000 \times .17 \times 5 = \boxed{\$4250.00}$

6. $950 at 3½% for 2 years

$\$950 \times .035 \times 2 = \boxed{\$66.50}$

7. $1,000 at 15% for 1 year

$\$1000 \times .15 \times 1 = \boxed{\$150.00}$

8. $225 at 13% for 7 years

$\$225 \times .13 \times 7 = \boxed{\$204.75}$

9. Rip Van Winkle invested $500 at 14%. At the end of 20 years, how much money will Rip have earned?

$\$500 \times .14 \times 20 = \boxed{\$1400.00}$

10. Mr. Moneybags invests $5,000 at 12½%. How much will his $5,000 have earned at the end of 3 years?

$\$5000 \times .125 \times 3 = \boxed{\$1875.00}$

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Fill out an application form and deposit slip for a checking/Negotiable Order of Withdrawal (N.O.W.) account.
2. Write a personal check.

RESOURCES:

Required:
1. Actual application forms and checking account statement from local bank
2. Employability Activity #20: SAMPLE FORMS and Employability Activity #20: ACCOUNT STATEMENT

Optional:
1. Transparencies of mock/actual forms
2. Sample application forms
3. Guest speaker: local bank/savings and loan association officer

TEACHER DELIVERY SYSTEM:

1. Illustrated lecture
2. Small group discussion
3. Demonstration
4. Guest speaker

CONTENT OUTLINE:

I. Introduction:
  A. Discuss function of application form in general and specific parts of application form.
  B. Define/discuss terms:
    1. Initial deposit
    2. Social Security number
    3. Position
    4. Joint checking account
    5. Trustee
    6. Beneficiary
    7. Signature
    8. Negotiable Order of Withdrawal (N.O.W.) account
    9. d.b.a.—doing business as . . . (for group accounts)

II. Presentation of sample forms (Employability Activity #20: SAMPLE FORMS):
  A. Review terms
  B. Teacher-directed completion of sample forms
  C. Students' independent completion of sample forms

III. Presentation of actual forms (Employability Activity #20: SAMPLE FORMS):
  A. Overview of components of forms
  B. Teacher-directed completion of actual forms
  C. Students' independent completion of actual forms

IV. Writing checks—samples:
  A. Discuss and emphasize parts of a check and importance of each part
    1. Date
    2. Pay to the order of
    3. Amount
      a. Figures
      b. Words
    4. Memo
    5. Signature
    6. Others: name, address, check number

V. Review Employability Activity #20: Account Statement (through transparency if possible)
  A. Parts
    1. Account Number
    2. Dates
    3. Check listing & other charges
    4. Balance
    5. Service charge
    6. Others
  B. Review actual account statement with listing of checks

LEARNING ACTIVITIES:

Have students:

1. Request (in person) checking account application form from bank.
2. Complete sample application forms—Employability Activity #20: SAMPLE FORMS
3. Complete actual application forms—Employability Activity #20: SAMPLE FORMS.
4. Write a personal check—Employability Activity #20: SAMPLE FORMS.

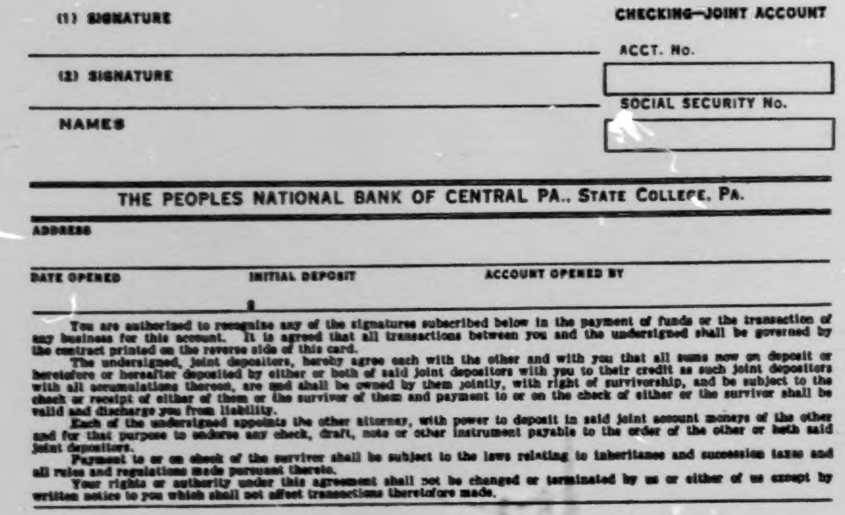
EVALUATION:

1. Students will complete the application form and deposit slip for a checking account.
2. Students will write a personal check.

Financial management Skills

Employability Activity #20

SAMPLE FORMS



(1) SIGNATURE

(2) SIGNATURE

NAMES

CHECKING—JOINT ACCOUNT

ACCT. No.

SOCIAL SECURITY No.

THE PEOPLES NATIONAL BANK OF CENTRAL PA., STATE COLLEGE, PA.

ADDRESS

DATE OPENED

INITIAL DEPOSIT $

ACCOUNT OPENED BY

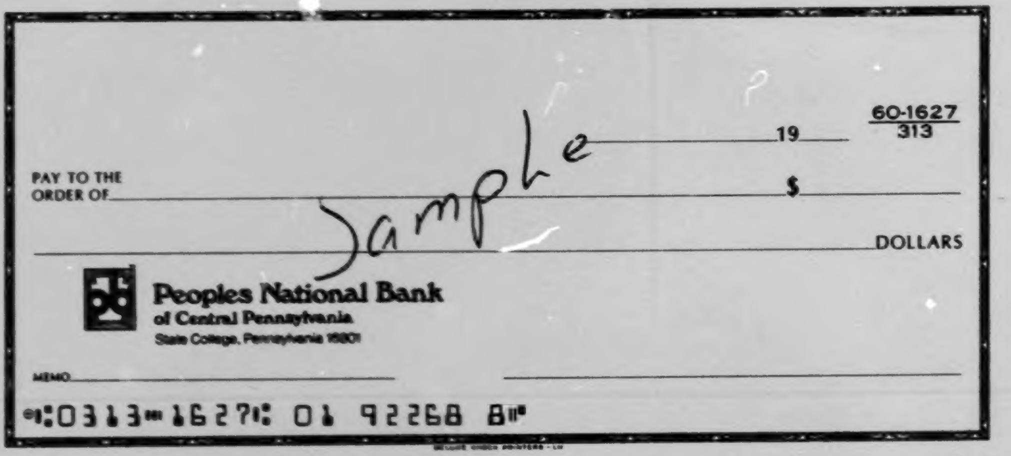
You are authorized to recognize any of the signatures subscribed below in the payment of funds or the transaction of any business for this account. It is agreed that all transactions between you and the undersigned shall be governed by the contract printed on the reverse side of this card.

The undersigned, joint depositors, hereby agree each with the other and with you that all sums now on deposit or heretofore or hereafter deposited by either or both of said joint depositors with you to their credit as such joint depositors with all accumulations thereon, are and shall be owned by them jointly, with right of survivorship, and be subject to the check or receipt of either of them or the survivor of them and payment to or on the check of either or the survivor shall be valid and discharge you from liability.

Each of the undersigned appoints the other attorney, with power to deposit in said joint account moneys of the other and for that purpose to endorse any check, draft, note or other instrument payable to the order of the other or both said joint depositors.

Payment to or on check of the survivor shall be subject to the laws relating to inheritance and succession taxes and all rules and regulations made pursuant thereto.

Your rights or authority under this agreement shall not be changed or terminated by us or either of us except by written notice to you which shall not affect transactions theretofore made.



19

60-1627
313

PAY TO THE ORDER OF $

Sample

DOLLARS

Peoples National Bank
of Central Pennsylvania
State College, Pennsylvania 16801

MEMO

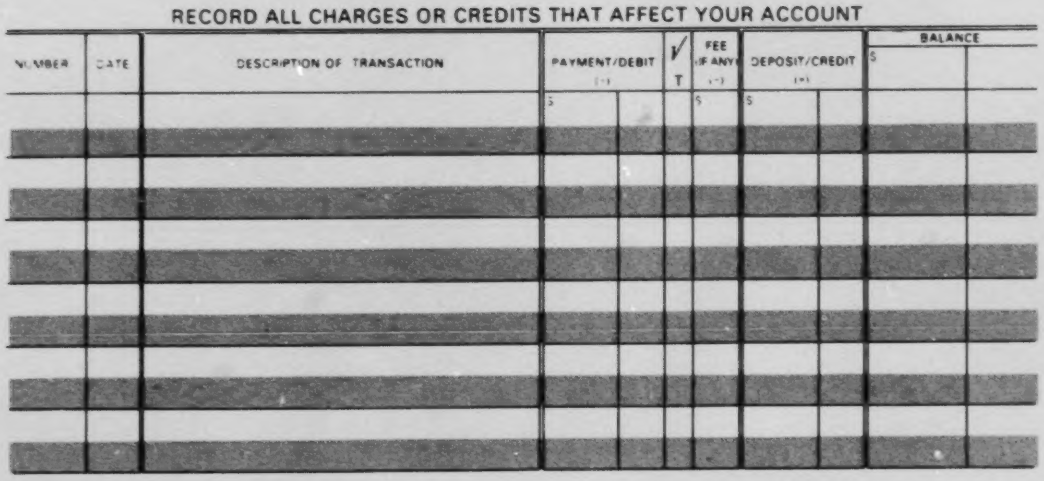
⑆0313⑈1627⑆ 01 92268 8⑈

Source: Reprinted with permission of The Peoples National Bank of Central Pennsylvania, State College, PA.

Name______________________________

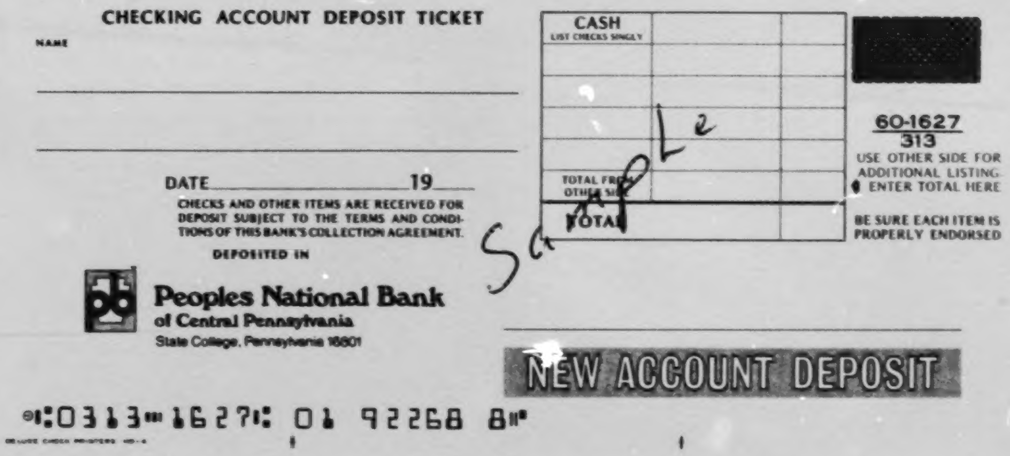
Employability Activity #20 continued

SAMPLE FORMS



RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE $
			$		$	$	



CHECKING ACCOUNT DEPOSIT TICKET

NAME ____________________

____

DATE ______________ 19____

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT.

DEPOSITED IN

Peoples National Bank
of Central Pennsylvania
State College, Pennsylvania 16801

CASH LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE		
TOTAL		

60-1627
313

USE OTHER SIDE FOR ADDITIONAL LISTING
ENTER TOTAL HERE

BE SURE EACH ITEM IS PROPERLY ENDORSED

Sample

NEW ACCOUNT DEPOSIT

⑆0313⑈1627⑆ 01 92268 8⑈

297

Source: Reprinted with permission of The Peoples National Bank of Central Pennsylvania, State College, PA.

____________________Name

Financial management Skills

FMS4 LESSON: BANKING SKILLS (III): CHECKING ACCOUNTS

Employability Activity #20

ACCOUNT STATEMENT

STATEMENT

Peoples National Bank
of Central Pennsylvania
State College, Pennsylvania 16801
814 237 7641

ACCOUNT NO	BR NO

PERIOD ENDING	PAGE

DATE OF LAST STATEMENT

PLEASE ADVISE US OF
ANY CHANGE IN ADDRESS

USE REVERSE SIDE FOR
RECONCILING YOUR ACCOUNT

CHECKS AND OTHER CHARGES						DEPOSITS AND OTHER DEPOSITS		DATE	BALANCE LAST STATEMENT	

SUMMARY OF ACTIVITY - NOTICE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION"

BALANCE FROM PREVIOUS STATEMENT	TOTAL AMOUNT OF DEBITS	NO OF CHECKS	NO OF DEPOSITS	NO OF ENCLOSURES	TOTAL AMOUNT OF CREDITS	TOTAL SERVICE CHARGE	NEW BALANCE

Please examine this statement at once. If no error is reported in ten days the account will be considered correct.

EXPLANATION OF SYMBOLS C-Certified Check, LS-List, PC-Prior Correction, M-Memo, RC-Ready Credit, RV-Reversal
S-Service Charge, EC-Error Corrected, —OVERDRAWN

Source: Reprinted with permission of The Peoples National Bank of Central Pennsylvania, State College, PA.

Name ______________________

Reading Activity #20

Vocabulary: **account, balance, signature, jamming, gig, beneficiary, teller, popular, amplifiers, business, income, Magicians, d.b.a. (doing business as)**

CHECK IT OUT

The Magicians had been jamming together in their hometown for almost a year. They played at a restaurant called The Hideaway on Saturday nights. There were five in the group. They made $25 each, per night. They were always paid in cash—until now.

The owner of Gatsby's, the biggest club in the area, had heard them and booked them for three Saturdays in a row. The band had just finished their first gig there. Jack, the bass player, went back to the office to get the cash. For this evening they would make $200. Jack always took money out for expenses and union dues. He then divided the rest evenly. He couldn't this time. The owner had given him a check made out to "The Magicians."

"What can we do with this?" the drummer asked.

"I'll get it cashed on Monday," Jack said.

"But it's not made out to you. It says The Magicians."

"But we *are* The Magicians—no problem," Jack said.

On Monday Jack took the check to the bank. The teller said she was sorry but she could not cash a check that large unless the beneficiary had an account there. "But I *do* have an account here," Jack stated.

"This check is not payable to you sir," the teller told him.

"Does this mean the *band* has to open an account?"

"Yes, we can open a checking account in the band's name. It will be listed: d.b.a. The Magicians, and we will need your signature for any checks."

"Could I get this check cashed now?" Jack asked the teller after he filled out the forms.

"No. It must clear first. This takes about 4 days. If you keep a balance that is the same or more than your paychecks, we can cash them right when you bring them in, from now on. Also, for your own records, you may want to pay the others by check from this account."

Jack thanked the teller and went back to his house. He didn't think that his band would ever need an account of its own. But now they were becoming more popular. The pay was getting bigger. In the future, he would be paid only by check. He called the other members

____________________Name

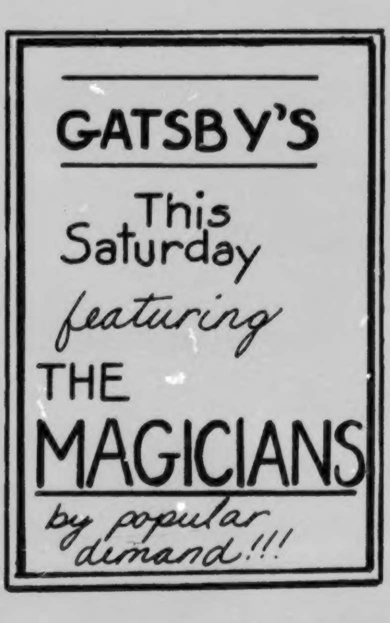
Reading Activity #20 continued

and told them they would have to wait to get their money. And, from now on, they would be paid by check. This would make it much easier for Jack to keep records of his income. This growing business of his would mean that he would have to rely on his "money sense" more and more. Maybe later they would need a loan for more amplifiers or a truck. Knowing how to work with a bank will help him greatly in the future.

Name____

Reading Activity #20 continued

How well did you read? Complete the following sentences.


GATSBY'S
This Saturday
featuring
THE
MAGICIANS
by popular demand!!!

1. There were __________ members in Jack's band.
   a. __________ four
   b. __________ six
   c. __________ five

2. Gatsby's paid the band
   a. __________ $25 each.
   b. __________ $200.
   c. __________ $125.

3. Jack's first check was made out to
   a. __________ Jack.
   b. __________ The Magicians.
   c. __________ Gatsby's.

4. Jack's new checking account required the signature of
   a. __________ every member of the band.
   b. __________ The Magicians.
   c. __________ Jack only.

______________________________ Name

Financial management Skills

Reading Activity #20 continued

account
teller
popular
amplifiers
business
income
jamming
beneficiary
magicians

Write the vocabulary word that fits each definition below. See if you can find it hidden in the puzzle and circle it. The word may be across, diagonal, down, up, or even backwards. (Not all the words will be used.)

1. Well known or well liked __________
2. Salary or pay __________
3. Worker at a bank __________
4. Person who receives money or wealth __________
5. Musical group in the story; people who perform amazing tricks __________
6. Items that make sounds louder __________
7. Practicing musical instruments __________

S A T P N A D G N A I S E N T
C P L E R M D F E J N E T O R
U O F J L P O V M A O M E G M
G P O R A L U P K M E O L R E
L U N Y M I E J I M I C A S L
H L A K A F T R Y I U N N L R
M A G I C I A N S N R I A O E
I R V S P E N B T G N R Y P W
F O E R Y R A I C I F E N E B
R T M A N S T L I O N A R U L

Name______________________________

Reading Activity #20 continued

Fill in the blanks to complete the paragraph below.

Jack was leader and bass player. The band called ________ worked three Saturdays at ________. They were paid by ________. Jack did have an ________ at the bank, but ________ was in his name. The ________ told him she could ________ cash it unless he ________ an account with the ________ name on it. The ________ would hold the check. ________ days were needed to ________ it. Then he could ________ it. Jack would now ________ all his members by ________. This will help make it easier to keep records of their money.

Think about it.

1. What are some of the other advantages for Jack to having a checking account in the band's name?

2. What other ways could a bank help the band's growing business?

________________________Name

Financial management Skills

Reading Activity #20—Answers

How well did you read? Complete the following sentences.

1. There were ________ members in Jack's band.
   a. ________ four
   b. ________ six
   c. ___✓___ five

2. Gatsby's paid the band
   a. ________ $25 each.
   b. ___✓___ $200.
   c. ________ $125.

3. Jack's first check was made out to
   a. ________ Jack.
   b. ___✓___ The Magicians.
   c. ________ Gatsby's.

4. Jack's new checking account required the signature of
   a. ________ every member of the band.
   b. ________ The Magicians.
   c. ___✓___ Jack only.

GATSBY'S
This Saturday
featuring
THE
MAGICIANS
by popular demand!!!

Financial management Skills

Reading Activity #20—Answers continued

account
teller
popular
amplifiers
business
income
jamming
beneficiary
magicians

Write the vocabulary word that fits each definition below. See if you can find it hidden in the puzzle and circle it. The word may be across, diagonal, down, up, or even backwards. (Not all the words will be used.)

1. Well known or well liked popular
2. Salary or pay income
3. Worker at a bank teller
4. Person who receives money or wealth beneficiary
5. Musical group in the story; people who perform amazing tricks Magicians
6. Items that make sounds louder amplifiers
7. Practicing musical instruments jamming

S	A	T	P	N	A	D	G	N	A	I	S	E	N	T
C	P	L	E	R	M	D	F	E	J	N	E	T	O	R
U	O	F	J	L	P	O	V	M	A	O	M	E	G	M
G	P	O	R	A	L	U	P	K	M	E	O	L	R	E
L	U	N	Y	M	I	E	J	I	M	I	C	A	S	L
H	L	A	K	A	F	T	R	Y	I	U	N	N	L	R
M	A	G	I	C	I	A	N	S	N	R	I	A	O	E
I	R	V	S	P	E	N	B	T	G	N	R	Y	P	W
F	O	E	R	Y	R	A	I	C	I	F	E	N	E	B
R	T	M	A	N	S	T	L	I	O	N	A	R	U	L

Reading Activity #20—Answers continued

Fill in the blanks to complete the paragraph below.

Jack was leader and bass player. The band called The Magicians worked three Saturdays at Gatsby's. They were paid by check. Jack did have an account at the bank, but it was in his name. The teller told him she could not cash it unless he had an account with the band's name on it. The teller would hold the check. Four days were needed to clear it. Then he could cash it. Jack would now pay all his members by check. This will help make it easier to keep records of their money.

Think about it.

1. What are some of the other advantages for Jack to having a checking account in the band's name?

1. Being paid by check avoids carrying cash.
An account makes band purchases easier.

2. What other ways could a bank help the band's growing business?

2 Bank loans
Accounting

Financial management Skills

FMS4 LESSON: BANKING SKILLS (III): CHECKING ACCOUNTS

Math Activity #20

Vocabulary: **checking account, check, overdrawing, check register**

This activity will give you practice with adding and subtracting money in a checking account.

(Show all of your work in the space provided)

1. Mort has been lazy about writing in his check register. He has written the amounts but has not added or subtracted them. Complete the necessary work in Mort's check register. What did you find?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)		✓ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)		BALANCE	
			$			$	$		$ 39	72
304	6/25	Lucky Markets	15	48					15	48
	7/1	Deposit ½ of week's pay					60	00		
305	7/3	Dr. Fin	21	00						
306	7/4	Green's Department Store	26	95						
307	7/4	Bell of Pa.	41	60						

______________________________Name

Math Activity #20 continued

2a. This page from Carol's check register has three mistakes in it. Can you find them?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)		✓ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 47	60
417	2/4	Disco Sound	$ 7	89		$	$		7	89
		new album							39	71
	2/10	Deposit paycheck					143	11	143	11
									182	82
418	2/11	Green's Dept. Store	45	00					45	00
		credit card payment							148	82
419	2/12	Beautique Beauty Salon	35	89					35	89
		perm + cut							102	93

2b. Carol wants to pay her rent with check #421. Her part of the rent is $125. After writing check #420, she has only $94.86 left in her account. How much money would Carol need to deposit to keep from overdrawing her account?

3. Gino has $176.35 in his checking account. If he writes checks for $117.22 and $38.94, how much will he have left in his account?

Name__________________________________

Math Activity #20 continued

4. Fill in the blanks left in the page from Tom's check register shown below.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)		✓ T	FEE IF ANY (−)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 210	92
211	8/20	Mrs. Miller	$ 175	00		$	$			
	8/25	Deposit pay					235	76		
212	8/26	Sports arena	68	75						
213	8/30	Lakeside resort	158	00						
	9/5	Deposit pay					235	76		
214	9/5	Karl's Market	54	39						
		[illegible]								

5. On September 6, Tom wants to write check #215 to pay his car insurance premium for $220. Will he have the money to write this check?

_______________________________Name

Financial management Skills

Math Activity #20 continued

6. This page from Andy's check register has a mistake in it. Can you find it?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)		✓ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 37	63
	3/2	Deposit pay	$			$	$ 175	82	175	82
606	3/5	Guitar music	29	68					29	68
607	3/8	Electric bill	112	98					112	98

7. Tina has $276.89 in her checking account. If she writes checks for $163.44 and $59.83, how much will she have left in her account?

Name________________________

Financial management Skills

Math Activity #20—Answers

Vocabulary: **checking account, check, overdrawing, check register**

This activity will give you practice with adding and subtracting money in a checking account.

(Show all of your work in the space provided)

1. Mort has been lazy about writing in his check register. He has written the amounts but has not added or subtracted them. Complete the necessary work in Mort's check register. What did you find?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−) $		√ T	FEE (IF ANY) (−) $	DEPOSIT/CREDIT (+) $		BALANCE $	
									39	72
304	6/25	Lucky Markets	15	48					15	48
		groceries							24	24
	7/1	Deposit ½ of week's pay					60	00	60	00
									84	24
305	7/3	Dr. Fin	21	00					21	00
		rabies shots for Fido							63	24
306	7/4	Green's Department store	26	95					26	95
		new jeans							36	29
307	7/4	Bell of Pa.	41	60					41	60
		phone bill							− 5	31

Mort is overdrawn by $5.31

31

Math Activity #20—Answers continued

2a. This page from Carol's check register has three mistakes in it. Can you find them?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	✓ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE	
							$ 47 60	
417	2/4	Disco Sound	$ 7 89		$	$	7 89	
		new album					39 71	
	2/10	Deposit paycheck				143 11	143 11	
							183 82	$182.82
418	2/11	Green's Department Store	45 00				45 00	
		credit card payment					138 82	$137.82
419	2/12	Beautique Beauty Salon	35 89				35 89	
		perm and cut					102 93	$101.93

2b. Carol wants to pay her rent with check #421. Her part of the rent is $125. After writing check #420, she has only $94.86 left in her account. How much money would Carol need to deposit to keep from overdrawing her account?

$$\begin{array}{rl} \$125.00 & \text{rent} \\ -\ 94.86 & \text{balance} \\ \hline \boxed{\$\ 30.14} & \text{needs to be deposited} \end{array}$$

3. Gino has $176.35 in his checking account. If he writes checks for $117.22 and $38.94, how much will he have left in his account?

$$\begin{array}{rl} \$117.22 & \\ +38.94 & \\ \hline \$156.16 & \text{checks} \end{array} \qquad \begin{array}{rl} \$176.35 & \\ -\ 156.16 & \\ \hline \boxed{\$\ 20.19} & \text{balance} \end{array}$$

Math Activity #20—Answers continued

4. Fill in the blanks left in the page from Tom's check register shown below.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−) $		✓ T	FEE (IF ANY) (−) $	DEPOSIT/CREDIT (+) $		BALANCE $	
									210	92
211	8/20	Mrs. Miller rent	175	00					35	92
	8/25	Deposit pay					235	76	271	68
212	8/26	Sports arena Stadium football tickets	68	75					202	93
213	8/30	Lakeside Resort vacation	158						44	93
	9/5	Deposit pay					235	76	280	69
214	9/5	Karl's Market groceries	54	39					226	30

5. On September 6, Tom wants to write check #215 to pay his car insurance premium for $220. Will he have the money to write this check? Yes

Math Activity #20—Answers continued

6. This page from Andy's check register has a mistake in it. Can you find it?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)		√ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 37	63
	3/2	Deposit Pay	$			$	$ 175	82	175	82
									213	45
606	3/5	Guitar music	29	68					29	68
									183	77
607	3/8	Electric bill	112	98					112	98
									70	69

70.79

7. Tina has $276.89 in her checking account. If she writes checks for $163.44 and $59.83, how much will she have left in her account?

$$\begin{array}{r} \$163.44 \\ 59.83 \\ \hline \$223.27 \end{array} \text{ checks} \qquad \begin{array}{r} \$276.89 \\ -\ 223.27 \\ \hline \boxed{\$\ 53.62} \end{array} \text{ balance}$$

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe fixed and flexible expenses by examples.
2. Identify fixed and flexible expenses.

RESOURCES:

Required: 1. Employability Activity #21: FIXED AND FLEXIBLE EXPENSES

TEACHER DELIVERY SYSTEM:

1. Discussion

CONTENT OUTLINE:

I. Introduction:
  A. Definitions:
    1. *Fixed expenses* are those that you must pay out by specific dates.
    2. *Flexible expenses* are those items that vary from month to month.
  B. List of expenses—Employability Activity #21: FIXED AND FLEXIBLE EXPENSES

II. Discussion using Employability Activity #21: FIXED AND FLEXIBLE EXPENSES

III. Summary

LEARNING ACTIVITIES:

Have students:
1. Complete Employability Activity #21: FIXED AND FLEXIBLE EXPENSES.
2. Join the class discussion on identifying other common fixed and flexible expenses.

EVALUATION:

1. Students will discuss Employability Activity #21: FIXED AND FLEXIBLE EXPENSES.
2. Students will list fixed and flexible expenses by giving three examples of each.

Financial management Skills

Employability Activity #21

FIXED AND FLEXIBLE EXPENSES

Mark an X under the "Fixed" column if the item is fixed, "Flexible" if the item is a flexible expense. Some expenses may fall under both "Fixed" and "Flexible."

	Fixed	Flexible
1. Meals eaten out	____	____
2. Rent	____	____
3. Property taxes	____	____
4. Remodeling your home	____	____
5. Birthday presents	____	____
6. Automobile insurance	____	____
7. Furniture payments	____	____
8. Union dues	____	____
9. Gasoline	____	____
10. Haircuts	____	____
11. Theater tickets	____	____
12. Newspaper subscription	____	____
13. Others __________	____	____
14. ______________	____	____
15. ______________	____	____

______________________________ Name

Employability Activity #21—Answers

FIXED AND FLEXIBLE EXPENSES

Mark an X under the "Fixed" column if the item is fixed, "Flexible" if the item is a flexible expense. Some expenses may fall under both "Fixed" and "Flexible."

	Fixed	*Flexible*
1. Meals eaten out		X
2. Rent	X	
3. Property taxes	X	
4. Remodeling your home		X
5. Birthday presents		X
6. Automobile insurance	X	
7. Furniture payments	X	
8. Union dues	X	
9. Gasoline		X
10. Haircuts		X
11. Theater tickets		X
12. Newspaper subscription	X	
13. Others ______		
14. ______		
15. ______		

Financial management Skills

Reading Activity #21

Vocabulary: **figured, utilities, assistant, manager, challenging, budget, lectures, control**

ON HIS OWN

I had always said I'd never ask my parents for money. When I moved into my own apartment, I figured that I was on my own. After all, they spent enough money on me the first 18 years of my life. Now I should be able to take care of myself. The day I moved away from home my dad said, "Now remember, Rob, if you ever need anything, just give us a call."

At first it had seemed easy. My friend Jack and I got an apartment together down near the center of town. It wasn't the greatest place in the world. The bathroom sink leaked, the stove didn't always work, and there were a few bugs running around. But we liked it anyway. The rent was pretty high, but with the two of us splitting it we figured we could handle it. The only bad thing was that we had to pay our own utilities. We tried to keep the heat down and turn off lights when we weren't using them. But we never knew from one month to the next how much the bills were going to be. Still, we both had full-time jobs. It seemed like with a paycheck coming in once a week we should have no trouble. Jack worked at his uncle's restaurant and he was almost an assistant manager. I was working as a clerk in the furniture department of a local store. It was pretty interesting and I knew if I worked hard they would give me more challenging work.

Those first few months of being on our own were really fun. It was great being out of school and not having to study at night. Not that I studied a whole lot when I was in school, but now I didn't have to worry about it any more. We went to parties and saw lots of movies. Jack bought a motorcycle, and we rode it to the shore for a weekend at the end of the summer.

In November, I bought a car. The weather turned cold and that's when our problems started. All summer we didn't have to pay for any heat. But when it got colder, the bills started coming. Each month they were more. Plus we both had loans to pay off—my car loan and Jack's loan for his motorcycle. I guess this was pretty dumb, but we were still going to as many parties as ever. I bought a new winter jacket and a pair of skis. Finally

______________________________Name

Reading Activity #21 continued

when the January heat bill came, I knew something had to give. I could pay my half of the rent or the heat bill, but not both. To do that I would have had to use every penny I owned.

That's when I called my dad. Right away he said he'd give me the money. I didn't have any choice but to take it. I was feeling really rotten about it, but Dad said, "I'm not giving you this money, Rob, I'm lending it to you. You'll pay it all back by June and you'll be over here tomorrow night for a lesson on how to budget your money."

Dad was pretty cool. He didn't give me any lectures. He just sat down with a paper and pencil. He had me write down how much I got paid each week. Then we listed all the expenses I had each month, like rent, car payment, heat bill, and so on. Then he showed me how to plan how I would use the money I had left. He also said I should start putting a little bit each month into a savings account. For a rainy day, he said.

So I think things are going to be okay. Jack and I aren't going to so many parties anymore. But we're still having a good time. And I feel a whole lot better knowing I have my money under control.

Name______________________________

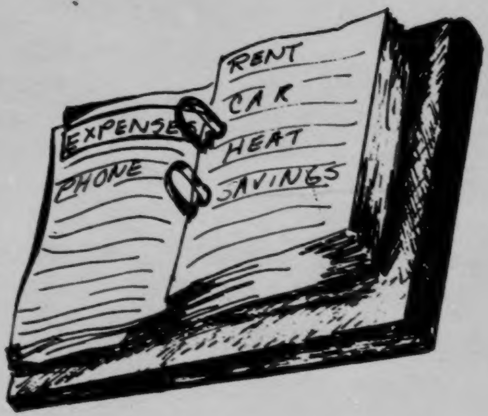
Reading Activity #21 continued

How well did you read? Complete the following sentences.

1. Rob didn't want to take money from his parents because
   a. __________ they would give him a hard time about it.
   b. __________ he would have to move back home.
   c. __________ he wanted to prove he could take care of himself.

2. The first few months of work Jack and Rob
   a. __________ studied a lot.
   b. __________ went to a lot of parties.
   c. __________ fixed up their apartment.

3. The boys' money problems started
   a. __________ when the heat bills started coming.
   b. __________ when Jack bought his motorcycle.
   c. __________ when Rob lost his job.



Use the story to help you do the exercises below. After each statement put an *R* if the statement is about *Rob*. Put a *J* if the statement is about *Jack*. Put *RJ* if the statement is about both *Rob and Jack*. The first one is done for you.

1. Always said he'd never ask his parents for money ____R____
2. Worked at his uncle's restaurant __________
3. Bought a car __________
4. Worked in a furniture department __________
5. Had an apartment near the center of town __________
6. Had a full-time job __________
7. Bought a motorcycle __________
8. Had a loan to pay off __________
9. Bought a pair of skis __________

______________________________Name

Financial management Skills

Reading Activity #21—Answers

How well did you read? Complete the following sentences.

1. Rob didn't want to take money from his parents because
   a. ______ they would give him a hard time about it.
   b. ______ he would have to move back home.
   c. ___✓___ he wanted to prove he could take care of himself.

2. The first few months of work Jack and Rob
   a. ______ studied a lot.
   b. ___✓___ went to a lot of parties.
   c. ______ fixed up their apartment.

3. The boys' money problems started
   a. ___✓___ when the heat bills started coming.
   b. ______ when Jack bought his motorcycle.
   c. ______ when Rob lost his job.

RENT
CAR
EXPENSES
HEAT
PHONE
SAVINGS

Use the story to help you do the exercises below. After each statement put an *R* if the statement is about *Rob*. Put a *J* if the statement is about *Jack*. Put *RJ* if the statement is about both *Rob and Jack*. The first one is done for you.

1. Always said he'd never ask his parents for money ___R___
2. Worked at his uncle's restaurant ___J___
3. Bought a car ___R___
4. Worked in a furniture department ___R___
5. Had an apartment near the center of town ___RJ___
6. Had a full-time job ___RJ___
7. Bought a motorcycle ___J___
8. Had a loan to pay off ___RJ___
9. Bought a pair of skis ___R___

Financial management Skills

Math Activity #21

Vocabulary: **budget, earnings, expenses, finance**

Exercise A:
This activity will give you practice with planning a budget by using addition, subtraction, division, and percentages.

(Show all of your work in the space provided.)

Rob's father helped him set up a budget for his monthly expenses. The amounts shown are guesses as to what the actual bills will be. Look at the budget and use it to help you answer the questions that follow.

Expenses	Jan.	Feb.	Mar.	Apr.	May	June
Heat	$ 80.00	$ 85.00	$ 71.00	$ 43.00	$ 20.00	
Electricity	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00
Water	$ 7.00		$ 7.00		$ 7.00	
Rent	$150.00	$150.00	$150.00	$150.00	$150.00	$150.00
Food	$120.00	$120.00	$120.00	$120.00	$120.00	$120.00
Car loan	$101.34	$101.34	$101.34	$101.34	$101.34	$101.34
Savings						
Spending money						

Expenses	July	Aug.	Sept.	Oct.	Nov.	Dec.
Heat			$ 15.00	$ 30.00	$ 49.00	$ 59.00
Electricity	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00
Water	$ 7.00		$ 7.00		$ 7.00	
Rent	$150.00	$150.00	$150.00	$150.00	$150.00	$150.00
Food	$120.00	$120.00	$120.00	$120.00	$120.00	$120.00
Car loan	$101.34	$101.34	$101.34	$101.34	$101.34	$101.34
Savings						
Spending money						

1. Rob earns $800 a month. Assume he gets no raise for the whole year. His father suggests that he try to save 10% of his earnings each month. How much money should he save each month? Fill this amount in on the chart.

______________________________Name

Financial management Skills

Math Activity #21 continued

2. The amounts filled in on the budget are fixed expenses. Figure out how much Rob will have left over each month for spending money.

Name_______________________________

Financial management Skills

Math Activity #21 continued

3. Fill in the budget with your answers from question #2.

4. In which month will Rob have more fixed expenses, January or February?

5. Rob has decided to try to save 15% of his earnings. How much money will he save in 3 months if he does this?

6. Rob decides to buy a new stereo. The total price, including finance charges, would be $285. If he plans to pay it off in 1 year, how much will he have to pay each month?

_______________________ Name

Financial management Skills

Math Activity #21—Answers

Vocabulary: **budget, earnings, expenses, finance**

Exercise A:
This activity will give you practice with planning a budget by using addition, subtraction, division, and percentages.

(Show all of your work in the space provided.)

Rob's father helped him set up a budget for his monthly expenses. The amounts shown are guesses as to what the actual bills will be. Look at the budget and use it to help you answer the questions that follow.

Expenses	Jan.	Feb.	Mar.	Apr.	May	June
Heat	$ 80.00	$ 85.00	$ 71.00	$ 43.00	$ 20.00	
Electricity	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00
Water	$ 7.00		$ 7.00		$ 7.00	
Rent	$150.00	$150.00	$150.00	$150.00	$150.00	$150.00
Food	$120.00	$120.00	$120.00	$120.00	$120.00	$120.00
Car loan	$101.34	$101.34	$101.34	$101.34	$101.34	$101.34
Savings	$80.00	$ 80.00	$80.00	$ 80.00	$ 80.00	$ 80.00
Spending money	255.66	257.66	264.66	299.66	315.66	342.66

Expenses	July	Aug.	Sept.	Oct.	Nov.	Dec.
Heat			$ 15.00	$ 30.00	$ 49.00	$ 59.00
Electricity	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00	$ 6.00
Water	$ 7.00		$ 7.00		$ 7.00	
Rent	$150.00	$150.00	$150.00	$150.00	$150.00	$150.00
Food	$120.00	$120.00	$120.00	$120.00	$120.00	$120.00
Car loan	$101.34	$101.34	$101.34	$101.34	$101.34	$101.34
Savings	$ 80.00	$80.00	$80.00	$80.00	$ 80.00	$80.00
Spending money	335.66	342.66	320.66	312.66	286.66	283.66

1. Rob earns $800 a month. Assume he gets no raise for the whole year. His father suggests that he try to save 10% of his earnings each month. How much money should he save each month? Fill this amount in on the chart.

$800.00 per month
× .10 save
$ 80.00 saved each month

Math Activity #21—Answers continued

2. The amounts filled in on the budget are fixed expenses. Figure out how much Rob will have left over each month for spending money.

Jan: $80
6
7
150
120
101.34
80
$ 544.34

$ 800.00
− 544.34
$ 255.56

Feb: $86
6
150
120
101.34
80
$542.34

$800.00
− 542.34
$257.66

Mar: $ 71
6
7
150
120
101.34
80
$536.34

$ 800.00
− 535.34
$264.66

Apr: $ 43
6
150
120
101.34
80
$500.34

$ 800.00
− 500.34
$299.66

May: $ 20
6
7
150
120
101.34
80
$484.34

$ 800.00
− 484.34
$ 315.66

June: $ 6
150
120
101.34
80
$ 457.34

$800.00
− 457.34
$ 342.66

July: $ 6
7
150
120
101.34
80
$464.34

$ 800.00
− 464.34
$ 335.66

Aug: $ 6
150
120
101.34
80
$457.34

$800.00
− 457.34
$ 342.66

Sept: $ 15
6
7
150
120
101.34
80
$479.34

$ 800.00
− 479.34
$ 320.66

Oct: $ 30
6
150
120
101.34
80
$487.34

$800.00
− 487.34
$ 312.66

Nov: $ 49
6
7
150
120
101.34
80
$513.34

$ 800.00
− 513.34
$ 286.66

Dec: $ 59
6
150
120
101.34
80
$516.34

$800.00
− 516.34
$ 283.66

Financial management Skills

Math Activity #21—Answers continued

3. Fill in the budget with your answers from question #2.

4. In which month will Rob have more fixed expenses, January or February?

January

$544.34 expenses (Jan.)
$542.34 expenses (Feb.)

5. Rob has decided to try to save 15% of his earnings. How much money will he save in 3 months if he does this?

$800.00 per month
x .15 save
$120.00 saved each month

$120.00
x 3 months
$360.00 saved

6. Rob decides to buy a new stereo. The total price, including finance charges, would be $285. If he plans to pay it off in 1 year, how much will he have to pay each month?

$23.75 payment each month
12 | $285.00 stereo

Math Activity #21 continued

Vocabulary: **fixed expenses, system**

Exercise B:
This activity will give you practice with planning a budget by using addition, subtraction, division, and percentages.

(Show all of your work in the space provided.)

1. Fran wants to spend a week at the shore in July. She figures she will need $450 to cover all expenses. Fran is able to save $75 a month. How many months will it take her to save enough for her vacation?

2. Tom's bills for the month of March were: rent, $225; heat, $63.95; electricity, $28.08; food, $120.38; car loan, $101.93. Find the total of his fixed expenses for the month.

3. Tom earns $175 a week. Does he make enough to cover his expenses in a 4-week month? If so, how much does he have left over after paying his bills? Do you think this is enough?

_______________________________Name

Math Activity #21 continued

4. Debbie wants to buy a stereo. The system she wants costs $680. She decides to start saving a little each month to buy it. If she sets aside $40 each month, how long will it take her to save enough for the stereo?

5. Debbie decides it will take too long if she only saves $40 a month. She would like to have the stereo by Christmas, which is 7 months away. How much should she save each month to have the stereo in 7 months?

6. Jim is making $170 a week. His fixed expenses come to $600 in a 4-week month. He figures he needs $160 beyond his fixed expenses each month to cover his other needs.
   a. How much extra does Jim have each month at his present salary?

   b. How much of a raise per week does Jim need in order to have $160 left after paying his fixed expenses?

Name________________________________

Math Activity #21—Answers continued

Vocabulary: **fixed expenses, system**

Exercise B:
This activity will give you practice with planning a budget by using addition, subtraction, division, and percentages.

(Show all of your work in the space provided.)

1. Fran wants to spend a week at the shore in July. She figures she will need $450 to cover all expenses. Fran is able to save $75 a month. How many months will it take her to save enough for her vacation?

   6 months
   $75 ⟌ $450

2. Tom's bills for the month of March were: rent, $225; heat, $63.95; electricity, $28.08; food, $120.38; car loan, $101.93. Find the total of his fixed expenses for the month.

   $225.00
   63.95
   28.08
   120.38
   $437.41 expenses

3. Tom earns $175 a week. Does he make enough to cover his expenses in a 4-week month? If so, how much does he have left over after paying his bills? Do you think this is enough?

   $175
   × 4
   $700

   $700.00 per month
   − 437.41 expenses
   $262.59

Math Activity #21—Answers continued

4. Debbie wants to buy a stereo. The system she wants costs $680. She decides to start saving a little each month to buy it. If she sets aside $40 each month, how long will it take her to save enough for the stereo?

17 months

$40 ⟌ $680 stereo

5. Debbie decides it will take too long if she only saves $40 a month. She would like to have the stereo by Christmas, which is 7 months away. How much should she save each month to have the stereo in 7 months?

$97.14 each month

7 ⟌ $680 stereo

6. Jim is making $170 a week. His fixed expenses come to $600 in a 4-week month. He figures he needs $160 beyond his fixed expenses each month to cover his other needs.

   a. How much extra does Jim have each month at his present salary?

$170
x 4
$680 earnings

$680 earnings
600 expenses
$ 80 extra

   b. How much of a raise per week does Jim need in order to have $160 left after paying his fixed expenses?

$600 expenses
+ 160
$ 760

$ 760 needed
−680 present earnings
$ 80 per month

$20 per week

4 ⟌ $80

FMS6 LESSON: WHAT ARE CREDIT CARDS?

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the function of credit cards and the wise use of purchasing with credit.

RESOURCES:

Required:
1. Employability Activity #22: SAMPLE APPLICATIONS
2. Credit cards (e.g., Sears, J.C. Penney, VISA/Master Card)

Optional:
1. Wooden, R.J. Credit. In *Succeeding on your first job.* Columbus: The Ohio State University, Agriculture Education Curriculum Materials Service, 1977.
2. Brochures from different credit card companies (e.g., Master Card)

TEACHER DELIVERY SYSTEM:

1. Discussion

CONTENT OUTLINE:

I. Introduction—Functions of credit cards:
   A. Identify holder by number and signature.
   B. Allow holder to charge purchases or borrow cash and repay it later.
   C. State terms of purchase.

II. Discussion:
   A. How to obtain a credit card.
   B. Advantages and disadvantages of buying on credit:
      1. Advantages:
         a. Establish credit rating
         b. Buy now—Pay later
      2. Disadvantages:
         a. Finance charges
         b. Overuse
         c. Not working into budget

III. Review lesson (if necessary) on completing an application

IV. Summary

LEARNING ACTIVITIES:

Have students:
1. Discuss how to obtain a credit card.
2. Relate incidents when they may have needed a credit card.

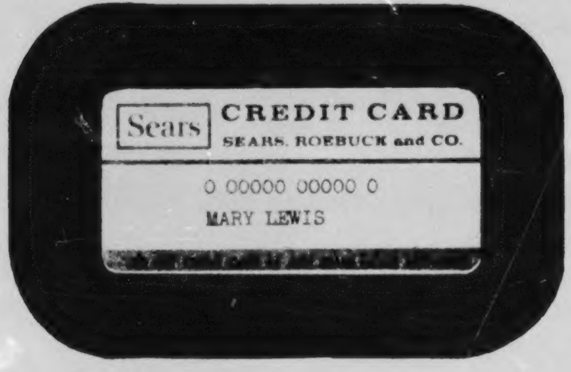
EVALUATION:

1. Students will describe credit cards by listing functions and will complete sample application.

Financial management Skills

Employability Activity #22

SAMPLE APPLICATION—DEPARTMENT STORE



A Sears Credit Card will bring your family these 6 important advantages

1. 3,600 Sears Stores coast to coast. With a Sears Credit Card no matter where you live, travel, or move, you can say "Charge it!" at a nearby Sears.

2. "Satisfaction Guaranteed or Your Money Back." For 90 years Sears has stood behind this promise to our customers.

3. Take advantage of Sears sales with your Sears Credit Card. You can save money during Sears special sales, even if you don't have the cash available.

4. Order by phone when you can't come in. It's easy. Just dial our Catalog telephone number, place your order, and say "Charge it!"

5. Charge family, home, and auto needs. Select from men's, ladies', children's clothing needs. Appliance needs. Furniture and furnishings. Steel-belted radial tires. Sports equipment, plumbing supplies, gardening supplies, color TV, stereos...you can charge from over 100,000 outstanding products and services, according to your level of credit.

6. No hidden credit charges. Choose the way you want to pay. You can budget your payments over many months, if you wish. And—finance charges are always fully disclosed on your Sears Credit Card statement.

It's easy to open a Sears Credit Account

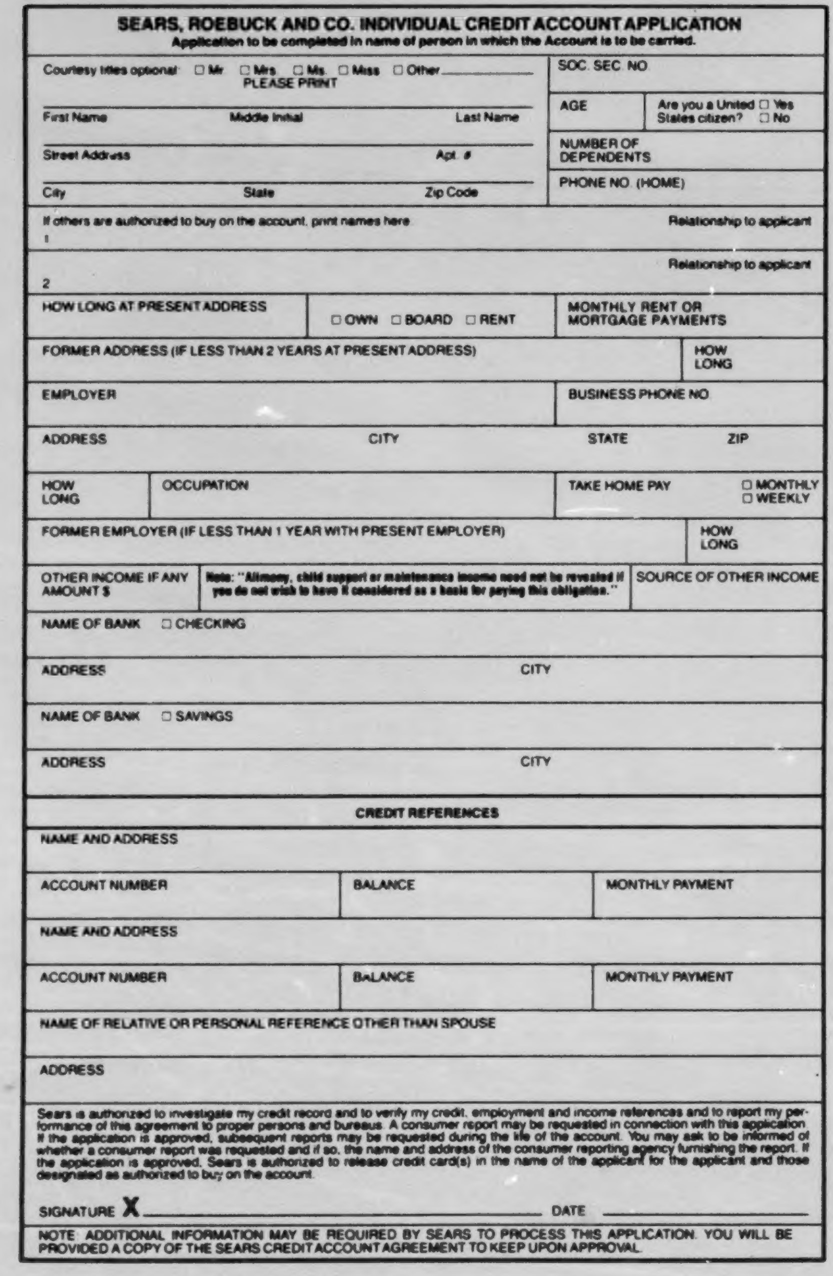
Just answer the questions and return postage-free

Source: From Sears, Roebuck and Co., Copyright 1981. Reprinted by permission.

______________________________Name

Employability Activity #22 continued

SAMPLE APPLICATION—DEPARTMENT STORE



SEARS, ROEBUCK AND CO. INDIVIDUAL CREDIT ACCOUNT APPLICATION
Application to be completed in name of person in which the Account is to be carried.

Courtesy titles optional: ☐ Mr ☐ Mrs. ☐ Ms. ☐ Miss ☐ Other ____________
PLEASE PRINT

First Name Middle Initial Last Name
Street Address Apt. #
City State Zip Code

SOC. SEC. NO.
AGE
Are you a United States citizen? ☐ Yes ☐ No
NUMBER OF DEPENDENTS
PHONE NO. (HOME)

If others are authorized to buy on the account, print names here Relationship to applicant
1
2 Relationship to applicant

HOW LONG AT PRESENT ADDRESS
☐ OWN ☐ BOARD ☐ RENT
MONTHLY RENT OR MORTGAGE PAYMENTS

FORMER ADDRESS (IF LESS THAN 2 YEARS AT PRESENT ADDRESS) HOW LONG

EMPLOYER BUSINESS PHONE NO.

ADDRESS CITY STATE ZIP

HOW LONG OCCUPATION TAKE HOME PAY ☐ MONTHLY ☐ WEEKLY

FORMER EMPLOYER (IF LESS THAN 1 YEAR WITH PRESENT EMPLOYER) HOW LONG

OTHER INCOME IF ANY AMOUNT $
Note: "Alimony, child support or maintenance income need not be revealed if you do not wish to have it considered as a basis for paying this obligation."
SOURCE OF OTHER INCOME

NAME OF BANK ☐ CHECKING
ADDRESS CITY

NAME OF BANK ☐ SAVINGS
ADDRESS CITY

CREDIT REFERENCES

NAME AND ADDRESS
ACCOUNT NUMBER BALANCE MONTHLY PAYMENT

NAME AND ADDRESS
ACCOUNT NUMBER BALANCE MONTHLY PAYMENT

NAME OF RELATIVE OR PERSONAL REFERENCE OTHER THAN SPOUSE
ADDRESS

Sears is authorized to investigate my credit record and to verify my credit, employment and income references and to report my performance of this agreement to proper persons and bureaus. A consumer report may be requested in connection with this application. If the application is approved, subsequent reports may be requested during the life of the account. You may ask to be informed of whether a consumer report was requested and if so, the name and address of the consumer reporting agency furnishing the report. If the application is approved, Sears is authorized to release credit card(s) in the name of the applicant for the applicant and those designated as authorized to buy on the account.

SIGNATURE **X** ______________________ DATE ____________

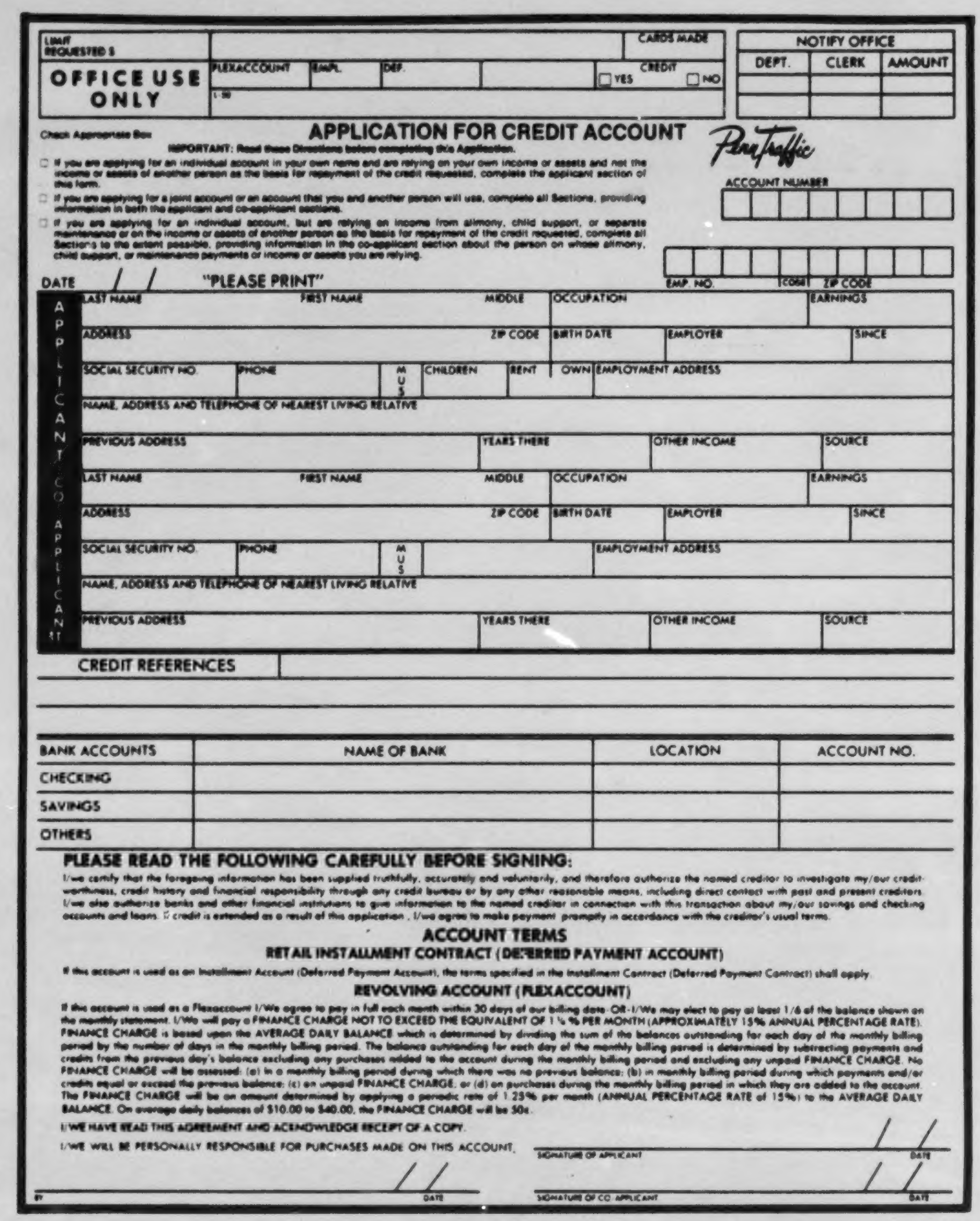
NOTE: ADDITIONAL INFORMATION MAY BE REQUIRED BY SEARS TO PROCESS THIS APPLICATION. YOU WILL BE PROVIDED A COPY OF THE SEARS CREDIT ACCOUNT AGREEMENT TO KEEP UPON APPROVAL.

Source: From Sears, Roebuck and Co., Copyright 1981. Reprinted by permission.

Name ______________________________

Employability Activity #22 continued

SAMPLE APPLICATION—DEPARTMENT STORE



LIMIT REQUESTED $				CARDS MADE	
OFFICE USE ONLY	FLEXACCOUNT	EMPL.	DEF.		CREDIT ☐ YES ☐ NO
	1-30				

NOTIFY OFFICE		
DEPT.	CLERK	AMOUNT

Check Appropriate Box

APPLICATION FOR CREDIT ACCOUNT

IMPORTANT: Read these Directions before completing this Application.

☐ If you are applying for an individual account in your own name and are relying on your own income or assets and not the income or assets of another person as the basis for repayment of the credit requested, complete the applicant section of this form.

☐ If you are applying for a joint account or an account that you and another person will use, complete all Sections, providing information in both the applicant and co-applicant sections.

☐ If you are applying for an individual account, but are relying on income from alimony, child support, or separate maintenance or on the income or assets of another person as the basis for repayment of the credit requested, complete all Sections to the extent possible, providing information in the co-applicant section about the person on whose alimony, child support, or maintenance payments or income or assets you are relying.

PennTraffic

ACCOUNT NUMBER

EMP. NO. CODE ZIP CODE

DATE / / "PLEASE PRINT"

APPLICANT

LAST NAME	FIRST NAME	MIDDLE	OCCUPATION		EARNINGS
ADDRESS		ZIP CODE	BIRTH DATE	EMPLOYER	SINCE
SOCIAL SECURITY NO.	PHONE	M U S	CHILDREN	RENT OWN	EMPLOYMENT ADDRESS
NAME, ADDRESS AND TELEPHONE OF NEAREST LIVING RELATIVE					
PREVIOUS ADDRESS		YEARS THERE	OTHER INCOME		SOURCE

CO-APPLICANT

LAST NAME	FIRST NAME	MIDDLE	OCCUPATION		EARNINGS
ADDRESS		ZIP CODE	BIRTH DATE	EMPLOYER	SINCE
SOCIAL SECURITY NO.	PHONE	M U S			EMPLOYMENT ADDRESS
NAME, ADDRESS AND TELEPHONE OF NEAREST LIVING RELATIVE					
PREVIOUS ADDRESS		YEARS THERE	OTHER INCOME		SOURCE

CREDIT REFERENCES

BANK ACCOUNTS	NAME OF BANK	LOCATION	ACCOUNT NO.
CHECKING			
SAVINGS			
OTHERS			

PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING:

I/we certify that the foregoing information has been supplied truthfully, accurately and voluntarily, and therefore authorize the named creditor to investigate my/our credit-worthiness, credit history and financial responsibility through any credit bureau or by any other reasonable means, including direct contact with past and present creditors. I/we also authorize banks and other financial institutions to give information to the named creditor in connection with this transaction about my/our savings and checking accounts and loans. If credit is extended as a result of this application, I/we agree to make payment promptly in accordance with the creditor's usual terms.

ACCOUNT TERMS

RETAIL INSTALLMENT CONTRACT (DEFERRED PAYMENT ACCOUNT)

If this account is used as an Installment Account (Deferred Payment Account), the terms specified in the Installment Contract (Deferred Payment Contract) shall apply.

REVOLVING ACCOUNT (FLEXACCOUNT)

If this account is used as a Flexaccount I/We agree to pay in full each month within 30 days of our billing date -OR- I/We may elect to pay at least 1/6 of the balance shown on the monthly statement. I/We will pay a FINANCE CHARGE NOT TO EXCEED THE EQUIVALENT OF 1¼% PER MONTH (APPROXIMATELY 15% ANNUAL PERCENTAGE RATE). FINANCE CHARGE is based upon the AVERAGE DAILY BALANCE which is determined by dividing the sum of the balances outstanding for each day of the monthly billing period by the number of days in the monthly billing period. The balance outstanding for each day of the monthly billing period is determined by subtracting payments and credits from the previous day's balance excluding any purchases added to the account during the monthly billing period and excluding any unpaid FINANCE CHARGE. No FINANCE CHARGE will be assessed: (a) in a monthly billing period during which there was no previous balance; (b) in monthly billing period during which payments and/or credits equal or exceed the previous balance; (c) on unpaid FINANCE CHARGE, or (d) on purchases during the monthly billing period in which they are added to the account. The FINANCE CHARGE will be an amount determined by applying a periodic rate of 1.25% per month (ANNUAL PERCENTAGE RATE of 15%) to the AVERAGE DAILY BALANCE. On average daily balances of $10.00 to $40.00, the FINANCE CHARGE will be 50¢.

I/WE HAVE READ THIS AGREEMENT AND ACKNOWLEDGE RECEIPT OF A COPY.

I/WE WILL BE PERSONALLY RESPONSIBLE FOR PURCHASES MADE ON THIS ACCOUNT.

SIGNATURE OF APPLICANT / / DATE

BY / / DATE

SIGNATURE OF CO-APPLICANT / / DATE

Source: From Penn Traffic Company, Department Store Division, Johnstown, PA 1981. Reprinted with permission.

_______________Name

Employability Activity #22 continued

SAMPLE APPLICATION—MASTER CARD/VISA

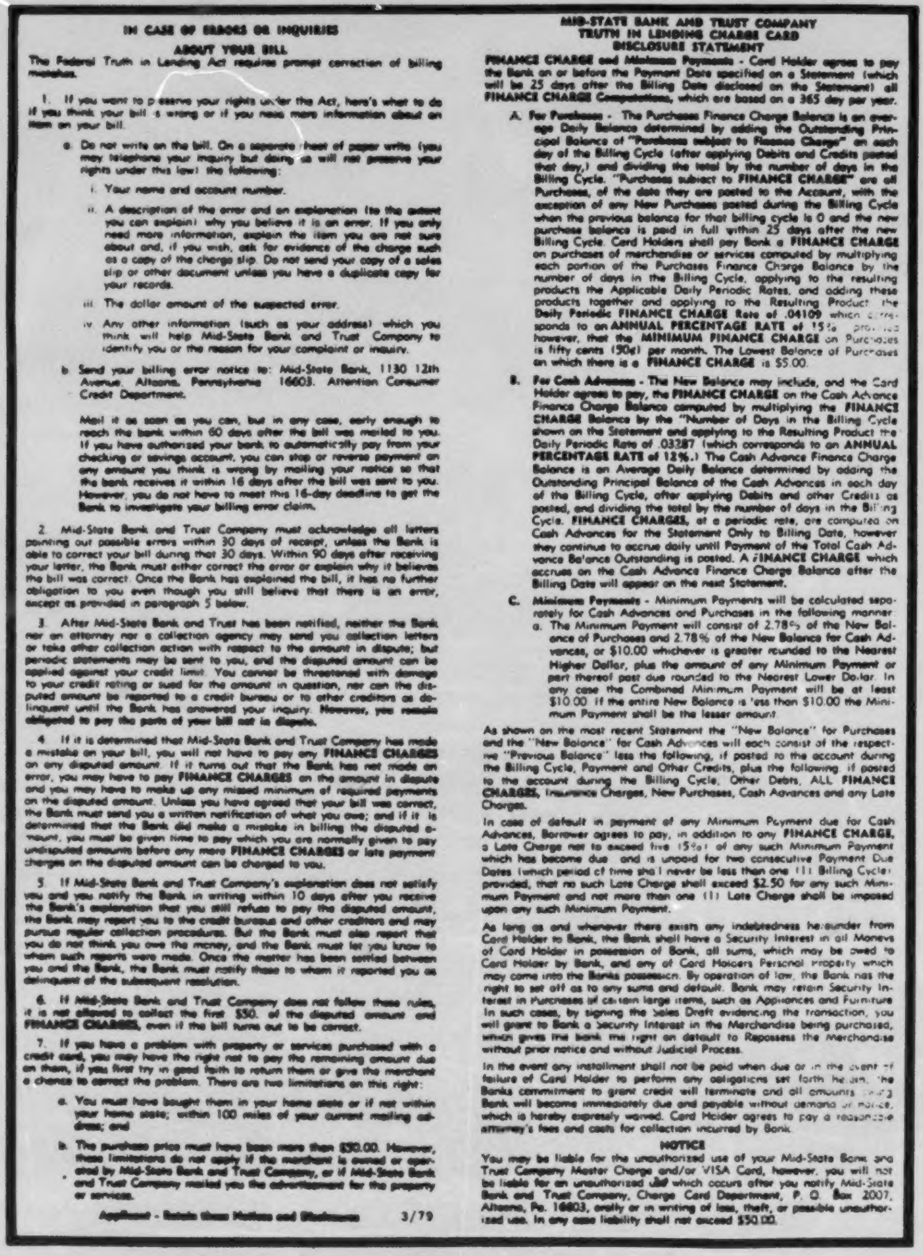
Mid-State Bank's

VISA
MasterCard

Name____________________________________

Employability Activity #22 continued

SAMPLE APPLICATION—MASTER CARD/VISA



IN CASE OF ERRORS OR INQUIRIES
ABOUT YOUR BILL

The Federal Truth in Lending Act requires prompt correction of billing mistakes.

1. If you want to preserve your rights under the Act, here's what to do if you think your bill is wrong or if you need more information about an item on your bill.

   a. Do not write on the bill. On a separate sheet of paper write (you may telephone your inquiry but doing so will not preserve your rights under this law) the following:

      i. Your name and account number.

      ii. A description of the error and an explanation (to the extent you can explain) why you believe it is an error. If you only need more information, explain the item you are not sure about and, if you wish, ask for evidence of the charge such as a copy of the charge slip. Do not send your copy of a sales slip or other document unless you have a duplicate copy for your records.

      iii. The dollar amount of the suspected error.

      iv. Any other information (such as your address) which you think will help Mid-State Bank and Trust Company to identify you or the reason for your complaint or inquiry.

   b. Send your billing error notice to: Mid-State Bank, 1130 12th Avenue, Altoona, Pennsylvania 16603. Attention Consumer Credit Department.

   Mail it as soon as you can, but in any case, early enough to reach the bank within 60 days after the bill was mailed to you. If you have authorized your bank to automatically pay from your checking or savings account, you can stop or reverse payment on any amount you think is wrong by mailing your notice so that the bank receives it within 16 days after the bill was sent to you. However, you do not have to meet this 16-day deadline to get the Bank to investigate your billing error claim.

2. Mid-State Bank and Trust Company must acknowledge all letters pointing out possible errors within 30 days of receipt, unless the Bank is able to correct your bill during that 30 days. Within 90 days after receiving your letter, the Bank must either correct the error or explain why it believes the bill was correct. Once the Bank has explained the bill, it has no further obligation to you even though you still believe that there is an error, except as provided in paragraph 5 below.

3. After Mid-State Bank and Trust has been notified, neither the Bank nor an attorney nor a collection agency may send you collection letters or take other collection action with respect to the amount in dispute; but periodic statements may be sent to you, and the disputed amount can be applied against your credit limit. You cannot be threatened with damage to your credit rating or sued for the amount in question, nor can the disputed amount be reported to a credit bureau or to other creditors as delinquent until the Bank has answered your inquiry. However, you remain obligated to pay the parts of your bill not in dispute.

4. If it is determined that Mid-State Bank and Trust Company has made a mistake on your bill, you will not have to pay any **FINANCE CHARGES** on any disputed amount. If it turns out that the Bank has not made an error, you may have to pay **FINANCE CHARGES** on the amount in dispute and you may have to make up any missed minimum of required payments on the disputed amount. Unless you have agreed that your bill was correct, the Bank must send you a written notification of what you owe; and if it is determined that the Bank did make a mistake in billing the disputed amount, you must be given time to pay which you are normally given to pay undisputed amounts before any more **FINANCE CHARGES** or late payment charges on the disputed amount can be charged to you.

5. If Mid-State Bank and Trust Company's explanation does not satisfy you and you notify the Bank in writing within 10 days after you receive the Bank's explanation that you still refuse to pay the disputed amount, the Bank may report you to the credit bureaus and other creditors and may pursue regular collection procedures. But the Bank must also report that you do not think you owe the money, and the Bank must let you know to whom such reports were made. Once the matter has been settled between you and the Bank, the Bank must notify those to whom it reported you as delinquent of the subsequent resolution.

6. If Mid-State Bank and Trust Company does not follow these rules, it is not allowed to collect the first $50. of the disputed amount and **FINANCE CHARGES**, even if the bill turns out to be correct.

7. If you have a problem with property or services purchased with a credit card, you may have the right not to pay the remaining amount due on them, if you first try in good faith to return them or give the merchant a chance to correct the problem. There are two limitations on this right:

   a. You must have bought them in your home state or if not within your home state; within 100 miles of your current mailing address; and

   b. The purchase price must have been more than $50.00. However, these limitations do not apply if the merchant is owned or operated by Mid-State Bank and Trust Company, or if Mid-State Bank and Trust Company mailed you the advertisement for the property or services.

Applicant - Retain these Notices and Disclosures 3/79

MID-STATE BANK AND TRUST COMPANY
TRUTH IN LENDING CHARGE CARD
DISCLOSURE STATEMENT

FINANCE CHARGE and Minimum Payments - Card Holder agrees to pay the Bank on or before the Payment Date specified on a Statement (which will be 25 days after the Billing Date disclosed on the Statement) all **FINANCE CHARGE Computations**, which are based on a 365 day per year.

A. **For Purchases** - The Purchases Finance Charge Balance is an average Daily Balance determined by adding the Outstanding Principal Balance of "Purchases subject to Finance Charge" on each day of the Billing Cycle (after applying Debits and Credits posted that day,) and dividing the total by the number of days in the Billing Cycle. "Purchases subject to **FINANCE CHARGE**" are all Purchases, of the date they are posted to the Account, with the exception of any New Purchases posted during the Billing Cycle when the previous balance for that billing cycle is 0 and the new purchase balance is paid in full within 25 days after the new Billing Cycle. Card Holders shall pay Bank a **FINANCE CHARGE** on purchases of merchandise or services computed by multiplying each portion of the Purchases Finance Charge Balance by the number of days in the Billing Cycle, applying to the resulting products the Applicable Daily Periodic Rates, and adding these products together and applying to the Resulting Product the Daily Periodic **FINANCE CHARGE** Rate of .04109 which corresponds to an **ANNUAL PERCENTAGE RATE** of 15% provided however, that the **MINIMUM FINANCE CHARGE** on Purchases is fifty cents (50¢) per month. The Lowest Balance of Purchases on which there is a **FINANCE CHARGE** is $5.00.

B. **For Cash Advances** - The New Balance may include, and the Card Holder agrees to pay, the **FINANCE CHARGE** on the Cash Advance Finance Charge Balance computed by multiplying the **FINANCE CHARGE** Balance by the "Number of Days in the Billing Cycle shown on the Statement and applying to the Resulting Product the Daily Periodic Rate of .03287 (which corresponds to an **ANNUAL PERCENTAGE RATE of 12%.**) The Cash Advance Finance Charge Balance is an Average Daily Balance determined by adding the Outstanding Principal Balance of the Cash Advances in each day of the Billing Cycle, after applying Debits and other Credits as posted, and dividing the total by the number of days in the Billing Cycle. **FINANCE CHARGES**, at a periodic rate, are computed on Cash Advances for the Statement Only to Billing Date, however they continue to accrue daily until Payment of the Total Cash Advance Balance Outstanding is posted. A **FINANCE CHARGE** which accrues on the Cash Advance Finance Charge Balance after the Billing Date will appear on the next Statement.

C. **Minimum Payments** - Minimum Payments will be calculated separately for Cash Advances and Purchases in the following manner.

   a. The Minimum Payment will consist of 2.78% of the New Balance of Purchases and 2.78% of the New Balance for Cash Advances, or $10.00 whichever is greater rounded to the Nearest Higher Dollar, plus the amount of any Minimum Payment or part thereof past due rounded to the Nearest Lower Dollar. In any case the Combined Minimum Payment will be at least $10.00 if the entire New Balance is less than $10.00 the Minimum Payment shall be the lesser amount.

As shown on the most recent Statement the "New Balance" for Purchases and the "New Balance" for Cash Advances will each consist of the respective "Previous Balance" less the following, if posted to the account during the Billing Cycle, Payment and Other Credits, plus the following, if posted to the account during the Billing Cycle, Other Debts, ALL **FINANCE CHARGES**, Insurance Charges, New Purchases, Cash Advances and any Late Charges.

In case of default in payment of any Minimum Payment due for Cash Advances, Borrower agrees to pay, in addition to any **FINANCE CHARGE**, a Late Charge not to exceed five (5%) of any such Minimum Payment which has become due and is unpaid for two consecutive Payment Due Dates (which period of time shall never be less than one (1) Billing Cycle) provided, that no such Late Charge shall exceed $2.50 for any such Minimum Payment and not more than one (1) Late Charge shall be imposed upon any such Minimum Payment.

As long as and whenever there exists any indebtedness hereunder from Card Holder to Bank, the Bank shall have a Security Interest in all Moneys of Card Holder in possession of Bank, all sums, which may be owed to Card Holder by Bank, and any of Card Holders Personal Property which may come into the Banks possession. By operation of law, the Bank has the right to set off as to any sums and default. Bank may retain Security Interest in Purchases of certain large items, such as Appliances and Furniture. In such cases, by signing the Sales Draft evidencing the transaction, you will grant to Bank a Security Interest in the Merchandise being purchased, which gives the bank the right on default to Repossess the Merchandise without prior notice and without Judicial Process.

In the event any installment shall not be paid when due or in the event of failure of Card Holder to perform any obligations set forth herein, the Banks commitment to grant credit will terminate and all amounts owing Bank will become immediately due and payable without demand or notice, which is hereby expressly waived. Card Holder agrees to pay a reasonable attorney's fees and costs for collection incurred by Bank.

NOTICE

You may be liable for the unauthorized use of your Mid-State Bank and Trust Company Master Charge and/or VISA Card, however, you will not be liable for an unauthorized use which occurs after you notify Mid-State Bank and Trust Company, Charge Card Department, P. O. Box 2007, Altoona, Pa. 16603, orally or in writing of loss, theft, or possible unauthorized use. In any case liability shall not exceed $50.00.

Source: From Mid-State Bank and Trust Company, Altoona, PA. Copyright 1981. Reprinted by permission.

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Name

Name ______________

Financial management Skills

Employability Activity #22 continued

SAMPLE APPLICATION—MASTER CARD/VISA

CHARGE CARD APPLICATION

MID-STATE BANK AND TRUST COMPANY

P.O. Box 2007, Altoona, Pa. 16603

I/We request ☐ **MASTERCARD** account ☐ Increase in credit line
I/We request ☐ **VISA** account ☐ **MASTERCARD** ____________ ☐ **VISA** ____________
ACCOUNT NUMBER ACCOUNT NUMBER

SECTION A — Information Regarding Applicant

NAME	DATE OF BIRTH / /	DEPENDENTS
ADDRESS	YEARS	SOC. SECURITY NO.
FORMER ADDRESS	YEARS	RES. PHONE

NAME OF NEAREST RELATIVE OR FRIEND NOT LIVING WITH YOU	ADDRESS

PRESENT EMPLOYER	POSITION	INCOME $	☐ WEEKLY ☐ BI-WEEKLY ☐ MONTHLY	NO. YRS. THERE

PREVIOUS EMPLOYER	ADDRESS

ALIMONY, CHILD SUPPORT, OR SEPARATE MAINTENANCE INCOME NEED NOT BE REVEALED IF YOU DO NOT WISH TO HAVE IT CONSIDERED AS A BASIS FOR REPAYING YOUR OBLIGATION.

Alimony, Child Support, or Separate Maintenance received under: Court Order ☐ Written Agreement ☐ Oral Understanding ☐
Other income: $ ____________ per ____________ Source(s) of Other Income: ____________

CHECKING - BANK	BRANCH	SAVINGS - ☐ BANK ☐ S & L

☐ OWN ☐ RENT ☐ BUYING	MONTHLY PAYMENT	TO WHOM PAID	MARKET VALUE	PURCHASE PRICE	AMOUNT OWED	YEARS THERE

Section B — Information Regarding Joint Applicant or Other Party (If Applicable)

NAME	DATE OF BIRTH / /	RELATIONSHIP TO APPLICANT

ADDRESS	RES. PHONE	YEARS	SOC. SECURITY NO.

PRESENT EMPLOYER	POSITION	INCOME $	☐ WEEKLY ☐ BI-WEEKLY ☐ MONTHLY	NO. YRS. THERE

PREVIOUS EMPLOYER	ADDRESS

ALIMONY, CHILD SUPPORT, OR SEPARATE MAINTENANCE INCOME NEED NOT BE REVEALED IF YOU DO NOT WISH TO HAVE IT CONSIDERED AS A BASIS FOR REPAYING YOUR OBLIGATION.

Alimony, Child Support, or Separate Maintenance received under: Court Order ☐ Written Agreement ☐ Oral Understanding ☐
Other income: $ ____________ per ____________ Source(s) of other income: ____________

FMS6 LESSON: WHAT ARE CREDIT CARDS?

Employability Activity #22 continued

SAMPLE APPLICATION—MASTER CARD/VISA

SECTION C Debt Information

IF SECTION B HAS BEEN COMPLETED, THIS SECTION SHOULD BE COMPLETED GIVING INFORMATION ABOUT BOTH THE APPLICANT AND JOINT APPLICANT OR OTHER PERSON. PLEASE MARK APPLICANT RELATED INFORMATION WITH AN "A". IF SECTION B WAS NOT COMPLETED, ONLY GIVE INFORMATION ABOUT THE APPLICANT IN THIS SECTION.

DEBTS: BANKS, STORES, LOAN AND FINANCE COMPANIES, CREDIT UNIONS AND OTHERS TO WHOM YOU ARE INDEBTED INCLUDING ANY REVOLVING LINE OF CREDIT AND CREDIT CARDS. (Use separate sheets if necessary.)			MONTHLY TERMS	PRESENT BALANCE
MAKE OF AUTO	YEAR	HOLDER OF LIEN OFFICE		
		OFFICE		
		OFFICE		
		OFFICE		

ARE THERE ANY UNSATISFIED JUDGMENTS AGAINST YOU? YES ☐ NO ☐ AMOUNT ______	IF YES TO WHOM OWED?	WHERE YOU EVER BANKRUPT? ☐ YES ☐ NO OMIT IF MORE THAN 14 YEARS.	IF YES WHERE?

OTHER OBLIGATIONS—(Eg., LIABILITY TO PAY ALIMONY, CHILD SUPPORT, SEPARATE MAINTENANCE. Use separate sheet if necessary.)

EVERYTHING THAT I HAVE STATED IN THIS APPLICATION IS CORRECT TO THE BEST OF MY KNOWLEDGE. I UNDERSTAND THAT YOU WILL RETAIN THIS APPLICATION WHETHER OR NOT IT IS APPROVED. YOU ARE AUTHORIZED TO CHECK MY CREDIT AND EMPLOYMENT HISTORY AND TO ANSWER QUESTIONS ABOUT YOUR CREDIT EXPERIENCE WITH ME.

I understand that I will receive a Cardholders agreement, a Truth in Lending Disclosure Statement and a Disclosure for Fair Credit Billing Rights should my application be approved.

I further understand that any use of the cards furnished to me shall constitute my agreement to be legally bound by the terms and conditions of the cardholders agreement.

Group Credit Life Insurance is available on life of applicant to cover the Account(s) Outstanding Balances, up to a Maximum of $10,000. Applicant will be charged monthly for the Insurance at a Monthly Rate of .078 per $100.00 of the applicant's balance subject to a FINANCE CHARGE.

Credit Life Insurance is optional and is not required for credit. Such Insurance is not included unless requested in writing below.

☐ I desire Credit Life Insurance. ☐ I do not desire Credit Life Insurance.

Insurance Signature ______________________ Date ______________

Applicant's Signature ______________________ (seal) Date ______________

Co-Applicant's Signature ______________________ (seal) Date ______________

(Each person who wants a Credit Card must sign here.)

(MC/V-300-1181) DUNMIRE

Source: From Mid-State Bank and Trust Company, Altoona, PA. Copyright 1981. Reprinted by permission.

Name ______________

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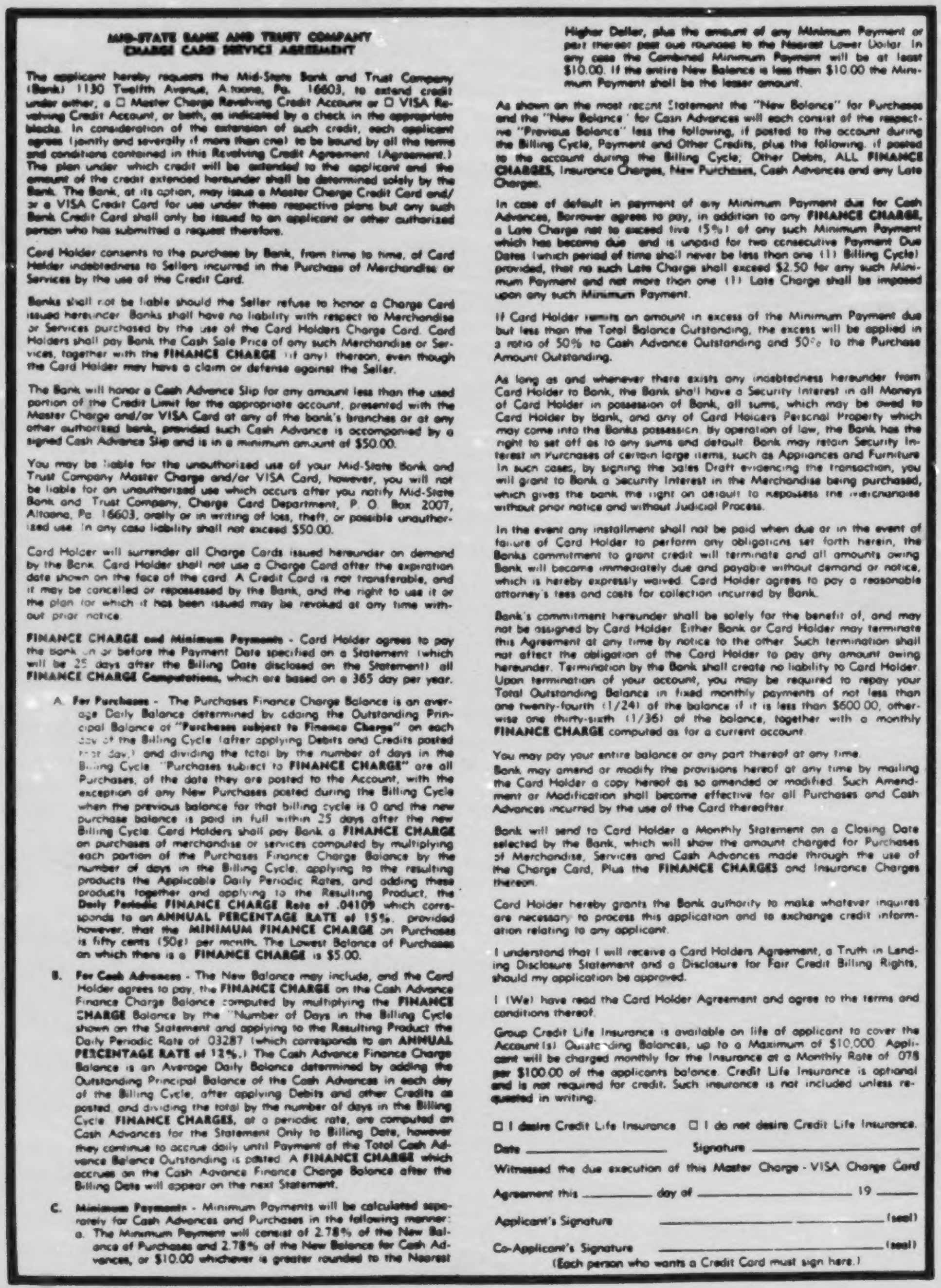
Employability Activity #22 continued

SAMPLE APPLICATION—MASTER CARD/VISA



MID-STATE BANK AND TRUST COMPANY
CHARGE CARD SERVICE AGREEMENT

The applicant hereby requests the Mid-State Bank and Trust Company (Bank) 1130 Twelfth Avenue, Altoona, Pa. 16603, to extend credit under either, a ☐ Master Charge Revolving Credit Account or ☐ VISA Revolving Credit Account, or both, as indicated by a check in the appropriate blocks. In consideration of the extension of such credit, each applicant agrees (jointly and severally if more than one) to be bound by all the terms and conditions contained in this Revolving Credit Agreement (Agreement.) The plan under which credit will be extended to the applicant and the amount of the credit extended hereunder shall be determined solely by the Bank. The Bank, at its option, may issue a Master Charge Credit Card and/or a VISA Credit Card for use under these respective plans but any such Bank Credit Card shall only be issued to an applicant or other authorized person who has submitted a request therefore.

Card Holder consents to the purchase by Bank, from time to time, of Card Holder indebtedness to Sellers incurred in the Purchase of Merchandise or Services by the use of the Credit Card.

Banks shall not be liable should the Seller refuse to honor a Charge Card issued hereunder. Banks shall have no liability with respect to Merchandise or Services purchased by the use of the Card Holders Charge Card. Card Holders shall pay Bank the Cash Sale Price of any such Merchandise or Services, together with the **FINANCE CHARGE** (if any) thereon, even though the Card Holder may have a claim or defense against the Seller.

The Bank will honor a Cash Advance Slip for any amount less than the used portion of the Credit Limit for the appropriate account, presented with the Master Charge and/or VISA Card at any of the bank's branches or at any other authorized bank, provided such Cash Advance is accompanied by a signed Cash Advance Slip and is in a minimum amount of $50.00.

You may be liable for the unauthorized use of your Mid-State Bank and Trust Company Master Charge and/or VISA Card, however, you will not be liable for an unauthorized use which occurs after you notify Mid-State Bank and Trust Company, Charge Card Department, P. O. Box 2007, Altoona, Pa. 16603, orally or in writing of loss, theft, or possible unauthorized use. In any case liability shall not exceed $50.00.

Card Holder will surrender all Charge Cards issued hereunder on demand by the Bank. Card Holder shall not use a Charge Card after the expiration date shown on the face of the card. A Credit Card is not transferable, and it may be cancelled or repossessed by the Bank, and the right to use it or the plan for which it has been issued may be revoked at any time without prior notice.

FINANCE CHARGE and Minimum Payments - Card Holder agrees to pay the bank on or before the Payment Date specified on a Statement (which will be 25 days after the Billing Date disclosed on the Statement) all **FINANCE CHARGE Computations**, which are based on a 365 day per year.

A. **For Purchases** - The Purchases Finance Charge Balance is an average Daily Balance determined by adding the Outstanding Principal Balance of **"Purchases subject to Finance Charge"** on each day of the Billing Cycle (after applying Debits and Credits posted that day,) and dividing the total by the number of days in the Billing Cycle. "Purchases subject to **FINANCE CHARGE"** are all Purchases, of the date they are posted to the Account, with the exception of any New Purchases posted during the Billing Cycle when the previous balance for that billing cycle is 0 and the new purchase balance is paid in full within 25 days after the new Billing Cycle. Card Holders shall pay Bank a **FINANCE CHARGE** on purchases of merchandise or services computed by multiplying each portion of the Purchases Finance Charge Balance by the number of days in the Billing Cycle, applying to the resulting products the Applicable Daily Periodic Rates, and adding these products together and applying to the Resulting Product, the **Daily Periodic FINANCE CHARGE Rate of .04109** which corresponds to an **ANNUAL PERCENTAGE RATE of 15%**, provided however, that the **MINIMUM FINANCE CHARGE** on Purchases is fifty cents (50¢) per month. The Lowest Balance of Purchases on which there is a **FINANCE CHARGE** is $5.00.

B. **For Cash Advances** - The New Balance may include, and the Card Holder agrees to pay, the **FINANCE CHARGE** on the Cash Advance Finance Charge Balance computed by multiplying the **FINANCE CHARGE** Balance by the "Number of Days in the Billing Cycle shown on the Statement and applying to the Resulting Product the Daily Periodic Rate of .03287 (which corresponds to an **ANNUAL PERCENTAGE RATE of 12%**.) The Cash Advance Finance Charge Balance is an Average Daily Balance determined by adding the Outstanding Principal Balance of the Cash Advances in each day of the Billing Cycle, after applying Debits and other Credits as posted and dividing the total by the number of days in the Billing Cycle. **FINANCE CHARGES**, at a periodic rate, are computed on Cash Advances for the Statement Only to Billing Date, however they continue to accrue daily until Payment of the Total Cash Advance Balance Outstanding is posted. A **FINANCE CHARGE** which accrues on the Cash Advance Finance Charge Balance after the Billing Date will appear on the next Statement.

C. **Minimum Payments** - Minimum Payments will be calculated separately for Cash Advances and Purchases in the following manner:
   a. The Minimum Payment will consist of 2.78% of the New Balance of Purchases and 2.78% of the New Balance for Cash Advances, or $10.00 whichever is greater rounded to the Nearest Higher Dollar, plus the amount of any Minimum Payment or part thereof past due rounded to the Nearest Lower Dollar. In any case the Combined Minimum Payment will be at least $10.00. If the entire New Balance is less than $10.00 the Minimum Payment shall be the lesser amount.

As shown on the most recent Statement the "New Balance" for Purchases and the "New Balance" for Cash Advances will each consist of the respective "Previous Balance" less the following, if posted to the account during the Billing Cycle, Payment and Other Credits, plus the following, if posted to the account during the Billing Cycle; Other Debits, ALL **FINANCE CHARGES**, Insurance Charges, New Purchases, Cash Advances and any Late Charges.

In case of default in payment of any Minimum Payment due for Cash Advances, Borrower agrees to pay, in addition to any **FINANCE CHARGE**, a Late Charge not to exceed five (5%) of any such Minimum Payment which has become due and is unpaid for two consecutive Payment Due Dates (which period of time shall never be less than one (1) Billing Cycle) provided, that no such Late Charge shall exceed $2.50 for any such Minimum Payment and not more than one (1) Late Charge shall be imposed upon any such Minimum Payment.

If Card Holder remits an amount in excess of the Minimum Payment due but less than the Total Balance Outstanding, the excess will be applied in a ratio of 50% to Cash Advance Outstanding and 50% to the Purchase Amount Outstanding.

As long as and whenever there exists any indebtedness hereunder from Card Holder to Bank, the Bank shall have a Security Interest in all Moneys of Card Holder in possession of Bank, all sums, which may be owed to Card Holder by Bank, and any of Card Holders Personal Property which may come into the Banks possession. By operation of law, the Bank has the right to set off as to any sums and default. Bank may retain Security Interest in Purchases of certain large items, such as Appliances and Furniture. In such cases, by signing the Sales Draft evidencing the transaction, you will grant to Bank a Security Interest in the Merchandise being purchased, which gives the bank the right on default to repossess the Merchandise without prior notice and without Judicial Process.

In the event any installment shall not be paid when due or in the event of failure of Card Holder to perform any obligations set forth herein, the Banks commitment to grant credit will terminate and all amounts owing Bank will become immediately due and payable without demand or notice, which is hereby expressly waived. Card Holder agrees to pay a reasonable attorney's fees and costs for collection incurred by Bank.

Bank's commitment hereunder shall be solely for the benefit of, and may not be assigned by Card Holder. Either Bank or Card Holder may terminate this Agreement at any time by notice to the other. Such termination shall not affect the obligation of the Card Holder to pay any amount owing hereunder. Termination by the Bank shall create no liability to Card Holder. Upon termination of your account, you may be required to repay your Total Outstanding Balance in fixed monthly payments of not less than one twenty-fourth (1/24) of the balance if it is less than $600.00, otherwise one thirty-sixth (1/36) of the balance, together with a monthly **FINANCE CHARGE** computed as for a current account.

You may pay your entire balance or any part thereof at any time.

Bank may amend or modify the provisions hereof at any time by mailing the Card Holder a copy hereof as so amended or modified. Such Amendment or Modification shall become effective for all Purchases and Cash Advances incurred by the use of the Card thereafter.

Bank will send to Card Holder a Monthly Statement on a Closing Date selected by the Bank, which will show the amount charged for Purchases of Merchandise, Services and Cash Advances made through the use of the Charge Card, Plus the **FINANCE CHARGES** and Insurance Charges thereon.

Card Holder hereby grants the Bank authority to make whatever inquires are necessary to process this application and to exchange credit information relating to any applicant.

I understand that I will receive a Card Holders Agreement, a Truth in Lending Disclosure Statement and a Disclosure for Fair Credit Billing Rights, should my application be approved.

I (We) have read the Card Holder Agreement and agree to the terms and conditions thereof.

Group Credit Life Insurance is available on life of applicant to cover the Account(s) Outstanding Balances, up to a Maximum of $10,000. Applicant will be charged monthly for the Insurance at a Monthly Rate of .078 per $100.00 of the applicants balance. Credit Life Insurance is optional and is not required for credit. Such insurance is not included unless requested in writing.

☐ I desire Credit Life Insurance ☐ I do not desire Credit Life Insurance.

Date ________________ Signature ____________________

Witnessed the due execution of this Master Charge - VISA Charge Card Agreement this ________ day of ____________________ 19 ______

Applicant's Signature ________________ ____________ (seal)

Co-Applicant's Signature ____________________________ (seal)

(Each person who wants a Credit Card must sign here.)

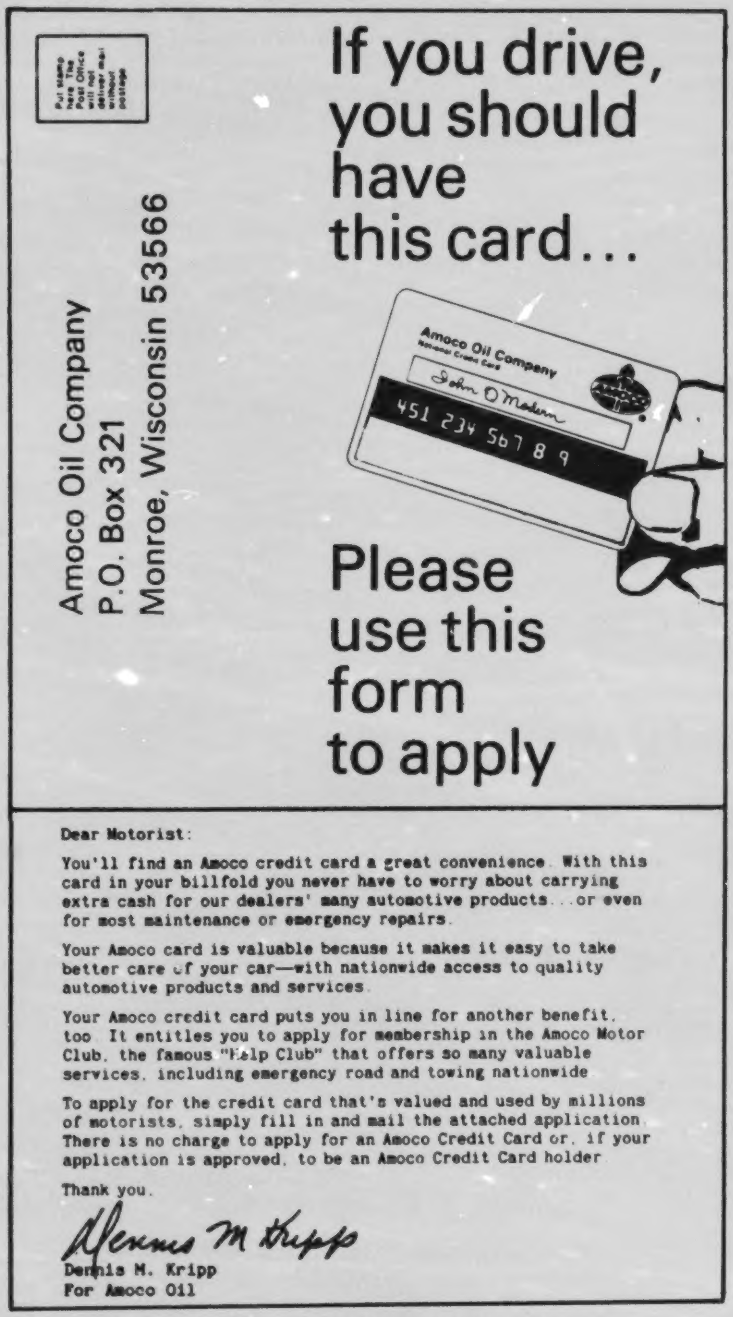
The terms for Master Card are the same as those for Master Charge.

Source: From Mid-State Bank and Trust Company, Altoona, PA. Copyright 1981. Reprinted by permission.

Name______________________________

Employability Activity #22 continued

SAMPLE APPLICATION—OIL COMPANY


Amoco Oil Company
National Credit Card
John O Modern
451 234 567 8 9

Put stamp here The Post Office will not deliver mail without postage

Amoco Oil Company
P.O. Box 321
Monroe, Wisconsin 53566

If you drive, you should have this card…

Please use this form to apply

Dear Motorist:

You'll find an Amoco credit card a great convenience. With this card in your billfold you never have to worry about carrying extra cash for our dealers' many automotive products...or even for most maintenance or emergency repairs.

Your Amoco card is valuable because it makes it easy to take better care of your car—with nationwide access to quality automotive products and services.

Your Amoco credit card puts you in line for another benefit, too. It entitles you to apply for membership in the Amoco Motor Club, the famous "Help Club" that offers so many valuable services, including emergency road and towing nationwide.

To apply for the credit card that's valued and used by millions of motorists, simply fill in and mail the attached application. There is no charge to apply for an Amoco Credit Card or, if your application is approved, to be an Amoco Credit Card holder.

Thank you.

Dennis M Kripp

Dennis M. Kripp
For Amoco Oil

Source: From Amoco Oil Company, Chicago. Copyright 1981. Reprinted with permission.

________________________________ Name

Employability Activity #22 continued

SAMPLE APPLICATION—OIL COMPANY

AVOIDING FINANCE CHARGE If you pay the full balance and your payment reaches us not later than **25** days after the closing date shown on the billing statement, we will not add **a finance charge**. If you pay less than the full balance, we will **add a finance charge** to your account

FINANCE CHARGE Average Daily Balance multiplied by the **applicable** Periodic Rate(s) shown below. Average Daily **Balance** Sum of Daily Balances divided by the Number of **Days in the Billing Period**. Balance on any day is the Previous Day's Balance (excluding insurance premiums, membership dues, non-sufficient funds (NSF) check charges and unpaid finance charges) less Payments and Credits received plus (except if address at billing time is in Mass., Maine, Minn., Miss., Nebr., N. Mex., N. Dak., or R.I.) Purchases received on that day

● FINANCE CHARGE RATES

Address at Time of Billing in State of	Periodic Rates (monthly)	**ANNUAL PERCENTAGE RATES**
Arkansas	**0.833%** on full balance	10%
Washington	**1%** on full balance	12%
Conn., Penn.	**1.25%** on full balance	15%
Minnesota	**1.333%** on full balance	16%
DC, MD, MA, MO, NM, NY, TX, VT, WI	**1.5%** thru $500	18%
	1% over $500	12%
New Jersey	**1.5%** thru $700	18%
	1% over $700	12%
West Virginia	**1.5%** thru $750	18%
	1% over $750	12%
Calif., Del., S.C.	**1.5%** thru $1,000	18%
	1% over $1,000	12%
Kansas	**1.5%** thru $1,000	18%
	1.2% over $1,000	14.4%
Iowa	**1.5%** thru $500	18%
	1.25% over $500	15%
Mississippi	**1.5%** thru $800	18%
	1.25% over $800	15%
Other States	**1.5%** on full balance	18%

● AMOCO'S CREDIT CARD POLICY

- A. **No applicant may be denied a credit card on account of the applicant's sex or marital status.**
- B. **The applicant may request the reason for rejection of his or her application for a credit card.**
- C. **No person need reapply for a credit card solely because of a change in marital status unless the change in marital status has caused a deterioration in the persons financial position.**
- D. **A person may hold a credit card in any name permitted by law that he or she regularly uses and is generally known by, so long as no fraud is intended thereby.**
- E. **No person shall be discriminated against in credit on account of race, creed, sex, or marital status.**

● In connection with the review of this application, Amoco may obtain a consumer report from a consumer reporting agency. New York consumer applicants - upon your request, you will be informed whether or not Amoco obtained a consumer report about you and if so the name and address of the consumer reporting agency that furnished the report. Subsequent consumer reports may be requested or utilized in connection with an update, renewal, or extension of the credit for which you have applied.

● **The Ohio laws against discrimination require that all creditors make credit equally available to all credit-worthy customers, and that credit reporting agencies maintain separate credit histories on each individual upon request. The Ohio Civil Rights Commission administers compliance with this law.**

Please Print all answers. Application must be signed where indicated

GENERAL

Name | Address | City & State | Zip Code

How Long At Present Address ___ Yrs. | ☐ Rent ☐ Own Home ☐ Mobile Home ☐ Other | Your Age | Enter No. of Dependents Including Yourself, Spouse and Children › | No. of Cards Wanted

Will Account be Used Primarily For Business ☐ Yes ☐ No | Are Auto Expenses Reimbursed ☐ Yes ☐ No | Estimated Purchases Per Mo. $ | No. of Cars Owned ☐ One ☐ Two ☐ Three or More | Yr. of Car 1 | Yr. of Car 2

Employed By | City & State | Employer's Phone No. | With Current Employer ___ Yrs. | Type of Work

Your Present Occupation | Monthly Salary $ | Source of Other Income ☐ Part Time Job ☐ Pension ☐ Securities, Rentals, Etc. | Monthly Amount $

If Less Than 2 Yrs. with Present Employer, Enter Previous Employer (include City & State) | With Previous Employer ___ Yrs. | Your Home Phone No.

If college graduate within the last two years, enter college and year graduated

CREDIT REFERENCES

Name of Firms That You Have Established Credit With	Type of Firm (X one type per Line)									Account Number
	Oil Co.	[illegible]	Bank Card	Dept. Store	Clothing Store	Finance Co.	Appl'nce Furniture	Mortgage	Other	
1										
2										
3										

Name of Your Bank(s)	City & State	Type of Account (X)		
		Checking	Savings	Loan

Complete This Caption ONLY If Your Spouse Will Be Permitted To Use This Account › Spouse's Name

Signature of Applicant | Social Security No. | Date

Source: From Amoco Oil Company, Chicago. Copyright 1981. Reprinted with permission.

Name_______________________________

Financial management Skills

Reading Activity #22

Vocabulary: **expensive, credit, electric, appliance, groceries, business, statement**

CHARGE IT PLEASE!

"Yeah, the one with the white stripes. How much does it cost?"

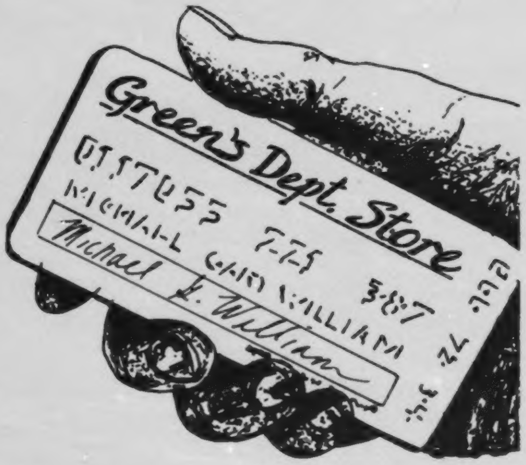
The sales clerk wheeled the shiny new 10-speed bike out onto the floor. He stopped it right in front of Mike. "This model costs $130," he said.

Mike looked it over. It was just what he wanted. It was sturdy, yet light. Mike could see that it would be very fast. It was expensive. But he had a new full-time job. He also had the store's credit card. He could buy the bike now and pay it off a little at a time.

"I'll take it!" he told the clerk. "And that will be a charge."

The clerk smiled. "Very good, sir."

Two days later, Mike went back to the store again. Mike liked Green's Department Store. He liked being able to get almost anything he wanted at one place. Plus they had been so nice about giving him a credit card. All he had to do was fill out a form. He had tried to get credit cards from other places, but no one wanted to give him one. They said it was because he was just out of school and just starting a job. But the woman at Green's Department Store said, "We'll be happy to do business with you." The woman explained that Mike could charge up to $800 worth of things. She said each month he would get a statement telling how much he owed. So Mike had bought lots of things with his credit card.



This time Mike was looking for a birthday present for his mother. He wanted to get her an electric can opener. The one she was using now she'd had for years. It was always getting stuck and she was always yelling at it. Mike went to the appliance department. They had lots of can openers. Some were very fancy and some were very plain. Mike chose one in a color to match his mother's kitchen. He charged it with his credit card.

Mike went to Green's Department Store one more time before his first monthly statement arrived. He had just finished his first three months of work. He felt he should

345

Name

Reading Activity #22 continued

buy himself a present. He took his friend Larry with him. He wanted to show Larry how easy it was to buy things at Green's.

"You're going to buy a color TV?" Larry couldn't believe it. "How can you afford it? You've only been working for a couple of months. I've been working for almost a year and I can barely pay the rent and buy groceries!"

Mike just smiled. "I told you. I use my credit card. Of course I couldn't afford it if I had to pay for it all right now. That's what is so great about a credit card. You can buy what you want now and pay it off a little bit at a time."

Larry didn't say anything. He just sort of shook his head. Then he helped Mike pick out a really nice color TV.

Mike's sister, Jill, was over at his apartment a week later when the mail came. "Did it come?" she asked as he walked back in, looking through the letters.

"Did what come?" Mike wished she wasn't there. She had been giving him a hard time about buying so many new things.

"Your statement from Green's," she said. "There it is on the bottom. Go ahead. Open it." She just stood there waiting.

Mike opened the letter and looked at it. He didn't say anything. He looked at it some more. Then he frowned. "This isn't fair! The woman told me I could pay just a little bit at a time. And this says I have to pay at least $50!"

Jill grabbed the statement. "Let me see." Her eyes got big. "Five hundred dollars! You bought five hundred dollars worth of things at Green's! In one month! Well, no wonder you have to pay at least $50. They want to be sure they're going to get their money back."

"But I can't afford to pay $50 a month," Mike wailed. "After I pay the rent and the electric bill and make my car payment, I only have about $100 left each month. If I pay $50 to Green's, that only leaves me $50 to spend. And I have to get groceries out of that!"

Jill just stood there. "Well, I guess you found out about credit cards the hard way. At least now you know that credit cards aren't for free. They are good to have and they make shopping a lot easier. But you have to be careful how you use them."

Mike was still looking at the statement. "Do you realize," he said, "that even at $50 a month it's going to take me a whole year to pay this off?"

He stood there for a minute. Then he got a sly look on his face. "Hey, Jill. Do you want to buy a color TV—brand new?"

Name______________________________

Financial management Skills

Reading Activity #22 continued

How well did you read? Complete the following sentences.

1. Mike liked shopping at Green's Department Store because
   a. __________ prices were cheaper there.
   b. __________ he could use his credit card.
   c. __________ it was close to where he lived.

2. Most places wouldn't give Mike a credit card because
   a. __________ he was just starting a job.
   b. __________ he might lose it.
   c. __________ he wouldn't buy much with it.

3. Mike wanted to sell Jill his color TV because
   a. __________ he couldn't afford to keep it.
   b. __________ it didn't work very well.
   c. __________ she needed a TV.

Fill in the blanks to complete the paragraphs below.

Mike bought a new bike. It was a 10-speed __________ it cost a lot of __________. But Mike used his __________ card. He would pay __________ the bike a little __________ at a time. Two __________ later he bought a __________ opener for his mother's __________ present. He picked one __________ a color to match __________ mother's kitchen. He paid __________ it with his credit __________. He also bought a __________ TV with his credit __________. His friend Larry asked __________ he could afford to __________ a color TV. Mike __________ him about his credit __________.

Then one day Mike's __________ Jill was at his __________. The mail came. The __________ from Green's Department Store __________ in the mail. Jill __________ to see how much __________ had to pay. Mike __________ not believe his eyes. __________ owed $500 __________ Green's. He had charged __________ in just __________ month.

The statement said __________ would have to pay __________. He didn't know __________ he could afford to __________ that much each month. He asked Jill if she wanted to buy a color TV set.

__________________________ Name

Financial management Skills

Reading Activity #22—Answers

How well did you read? Complete the following sentences.

1. Mike liked shopping at Green's Department Store because
   - a. prices were cheaper there.
   - b. ✓ he could use his credit card.
   - c. it was close to where he lived.

2. Most places wouldn't give Mike a credit card because
   - a. ✓ he was just starting a job.
   - b. he might lose it.
   - c. he wouldn't buy much with it.

3. Mike wanted to sell Jill his color TV because
   - a. ✓ he couldn't afford to keep it.
   - b. it didn't work very well.
   - c. she needed a TV.

Fill in the blanks to complete the paragraphs below.

Mike bought a new bike. It was a 10-speed and it cost a lot of money. But Mike used his credit card. He would pay for the bike a little bit at a time. Two days later he bought a can opener for his mother's birthday present. He picked one in a color to match his mother's kitchen. He paid for it with his credit card. He also bought a color TV with his credit card. His friend Larry asked how he could afford to buy a color TV. Mike told him about his credit card.

Then one day Mike's sister Jill was at his apartment. The mail came. The statement from Green's Department Store was in the mail. Jill waited to see how much Mike had to pay. Mike could not believe his eyes. He owed $500 to Green's. He had charged $500 in just one month.

The statement said he would have to pay $50. He didn't know how he could afford to pay that much each month. He asked Jill if she wanted to buy a color TV set.

FMS6 LESSON: WHAT ARE CREDIT CARDS?

Financial management Skills

Math Activity #22

Vocabulary: **charge account, figure finance charge, subtotal**

This activity will give you practice with checking a bill for mistakes using addition and percentages.

Mike got a bill each month for his charge account at Green's Department Store. Below are six different bills he received. Figure out the subtotal, finance charge, and total for each bill.

September	
draperies	$32.94
pillow	7.95
2 fitted sheets	12.17
3 record albums	18.06
subtotal	$
2% finance charge	______
Total	$

October	
10-speed bike	$130.00
elec. can opener	19.78
color TV	279.33
carpet	71.56
subtotal	$
2% finance charge	______
Total	$

November	
turkey tablecloth	$ 9.95
set of glassware	22.53
kitchen table	163.48
subtotal	$
2% finance charge	______
Total	$

December	
gloves	$12.73
perfume	9.46
teddy bear	10.98
calculator	14.35
doll	8.23
tree lights	11.01
artificial tree	29.16
subtotal	$
2% finance charge	______
Total	$

January	
skis	$215.00
ski jacket	97.80
goggles	6.43
subtotal	$
2% finance charge	______
Total	$

February	
chocolates	$ 8.71
umbrella	9.23
garbage can	13.69
door mat	10.18
subtotal	$
2% finance charge	______
Total	$

319 ______________________________ Name

FMS6 LESSON: WHAT ARE CREDIT CARDS?

Financial management Skills

Math Activity #22—Answers

Vocabulary: **charge account, figure finance charge, subtotal**

This activity will give you practice with checking a bill for mistakes using addition and percentages.

Mike got a bill each month for his charge account at Green's Department Store. Below are six different bills he received. Figure out the subtotal, finance charge, and total for each bill.

September	
draperies	$32.94
pillow	7.95
2 fitted sheets	12.17
3 record albums	18.06
subtotal	$71.12
2% finance charge	1.42
Total	$72.54

October	
10-speed bike	$130.00
elec. can opener	19.78
color TV	279.33
carpet	71.56
subtotal	$500.67
2% finance charge	10.01
Total	$510.68

November	
turkey tablecloth	$ 9.95
set of glassware	22.53
kitchen table	163.48
subtotal	$195.96
2% finance charge	3.92
Total	$ 199.88

December	
gloves	$12.73
perfume	9.46
teddy bear	10.98
calculator	14.35
doll	8.23
tree lights	11.01
artificial tree	29.16
subtotal	$95.92
2% finance charge	1.92
Total	$97.84

January	
skis	$215.00
ski jacket	97.80
goggles	6.43
subtotal	$319.23
2% finance charge	6.38
Total	$325.61

February	
chocolates	$ 8.71
umbrella	9.23
garbage can	13.69
door mat	10.18
subtotal	$41.81
2% finance charge	.84
Total	$42.65

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the main elements to consider when buying a used car.
2. List five important points about purchasing an automobile.
3. Use a blue book and newspaper ads to determine the price of a used car.

RESOURCES:

Required:
1. Employability Activity #23: HOW TO BUY A USED CAR
2. Employability Activity #23: SAFETY
3. Blue book (available from bank, credit union)
4. Updated newspaper ads on used car sales.

Optional:
1. A car manual
2. Car dealer
3. Mechanic
4. Driver education teacher

TEACHER DELIVERY SYSTEM:

1. Lecture/discussion
2. Guest speaker

CONTENT OUTLINE:

I. Introduction—Importance of wise buying—Employability Activity #23: HOW TO BUY A USED CAR as center of discussion:
   A. Explain purpose of the blue book—estimate car value.
   B. Explain the value of the blue book—your cost *vs.* actual car value.

II. Safety (Employability Activity #23: SAFETY):
   A. Go over features on the car that must be in proper working order.
   B. Use car manual for assistance (optional).

III. Related material:
   A. Where to find information on cars (daily newspaper ads, etc.)
   B. How to utilize this information (prices, style, etc.)

LEARNING ACTIVITIES:

Have students:
1. List expenses for running a car (gas, tires, insurance, repairs, etc.).
2. Discuss what would make a car worth more/less than the blue book value.
3. Consider and discuss cost of initial investment and operating costs in relation to a fixed salary or wage.
4. Pick out used car ads from daily newspaper, then explain why they chose that one (can be done individually or in groups).

EVALUATION:

1. Students will list five points that could add to the value of a car.
2. Students will list five points that could detract from the value of a car.
3. Students will list five expenses involved in operating a car.
4. Students will list eight major points to look for to determine the safety of a car and explain why they are important.

FMS7 LESSON: BUYING A USED CAR

Financial management Skills

Employability Activity #23

HOW TO BUY A USED CAR

Suppose that you're ready to buy a used car. Mark whether each of the facts listed to the right should slow you down, stop you cold, or encourage you to buy the car. For those checked "stop" or "caution," give your reasons why. Use the extra space on the next page if necessary. If you use the next page, be sure to number your reasons to correspond to the questions on this page.

DON'S USED CARS

STOP	GO	CAUTION	
☐	☐	☐	1. You're picking out a car on a cold rainy night.
☐	☐	☐	2. You've picked out a three-year-old car from a reputable new and used car dealer.
☐	☐	☐	3. You've checked under the car for breaks in the frame, rust, signs of oil or transmission fluid leakage on the ground.
☐	☐	☐	4. The used car dealer refuses to allow you to road test the car.
☐	☐	☐	5. When you step on the gas, you notice a lot of smoke from the exhaust.
☐	☐	☐	6. You've researched classified ads, several lots, and guides to used car prices to decide about how much you should pay.
☐	☐	☐	7. You notice that the spare tire is worn unevenly.
☐	☐	☐	8. You've had the car checked by a mechanic or diagnostic center.
☐	☐	☐	9. You've checked the mileage on the odometer against the mileage on lubrication stickers.
☐	☐	☐	10. You notice a lot of vibration in the steering and there's more than two inches of play in the wheel.
☐	☐	☐	11. A fairly recent model car has just been repainted.
☐	☐	☐	12. You've checked the library for consumer magazines that rate used cars on how often they need repairs.
☐	☐	☐	13. The engine of a fairly old car has just been steam cleaned.
☐	☐	☐	14. The car is being sold "as is."

(continued on page 102)

Name________________________________

Employability Activity #23 continued

☐ ☐ ☐ **15.** You notice strange noises in the manual transmission.

☐ ☐ ☐ **16.** The car is offered for sale by a private owner. Could be O.K.

☐ ☐ ☐ **17.** One corner of the car is noticeably lower than the others.

☐ ☐ ☐ **18.** The seller has offered a warranty in writing.

☐ ☐ ☐ **19.** There are dents and ripples in the body of the car and the trunk lid is hard to close.

☐ ☐ ☐ **20.** The engine sputters when you're climbing a hill.

Source: Adapted from *America on Wheels: Yesterday, Today, and Tomorrow* by The Motor Vehicle Manufacturers Association of the United States. Copyright 1979. Reprinted by permission.

____________________ Name

Financial management Skills

Employability Activity #23—Answers

HOW TO BUY A USED CAR

Suppose that you're ready to buy a used car. Mark whether each of the facts listed to the right should slow you down, stop you cold, or encourage you to buy the car. For those checked "stop" or "caution," give your reasons why. Use the extra space on the next page if necessary. If you use the next page, be sure to number your reasons to correspond to the questions on this page.

DON'S USED CARS

STOP	GO	CAUTION	
☐	☐	☑	1. You're picking out a car on a cold rainy night. Rain and darkness can hide defects.
☐	☑	☐	2. You've picked out a three-year-old car from a reputable new and used car dealer. Major depreciation has already occurred.
☐	☑	☐	3. You've checked under the car for breaks in the frame, rust, signs of oil or transmission fluid leakage on the ground. Check muffler, tailpipe, exhaust pipe, radiator. A mechanic could help too.
☑	☐	☐	4. The used car dealer refuses to allow you to road test the car. Leave. Never buy without a road test.
☐	☐	☑	5. When you step on the gas, you notice a lot of smoke from the exhaust. Engine may need overhaul.
☐	☑	☐	6. You've researched classified ads, several lots, and guides to used car prices to decide about how much you should pay. Before you sign the contract, you need to decide if you can get the car you want for the money you can afford to pay.
☐	☐	☑	7. You notice that the spare tire is worn unevenly. Car may have an alignment problem.
☐	☑	☐	8. You've had the car checked by a mechanic or diagnostic center. May save hundreds of dollars!
☐	☑	☐	9. You've checked the mileage on the odometer against the mileage on lubrication stickers. See guide.
☐	☐	☑	10. You notice a lot of vibration in the steering and there's more than two inches of play in the wheel. May mean front end trouble.
☐	☐	☑	11. A fairly recent model car has just been repainted. Suspect an accident
☐	☑	☐	12. You've checked the library for consumer magazines that rate used cars on how often they need repairs. After you buy the car, will you be able to maintain it?
☐	☐	☑	13. The engine of a fairly old car has just been steam cleaned. May be hiding oil leakage.
☑	☐	☐	14. The car is being sold "as is." Unless you're a mechanic.

Employability Activity #23—Answers continued

☐ ☐ ☑ 15. You notice strange noises in the manual transmission.

You could be in for some repair bills.

☐ ☐ ☑ 16. The car is offered for sale by a private owner. Could be O.K.

No warranty. Check title, license, motor, or numbers to be sure car has not been stolen. Make sure there's no lien against the car.

☐ ☐ ☑ 17. One corner of the car is noticeably lower than the others.

May mean a broken spring or weak spring.

☐ ☑ ☐ 18. The seller has offered a warranty in writing.

See guide.

☐ ☐ ☑ 19. There are dents and ripples in the body of the car and the trunk lid is hard to close.

Suspect an accident.

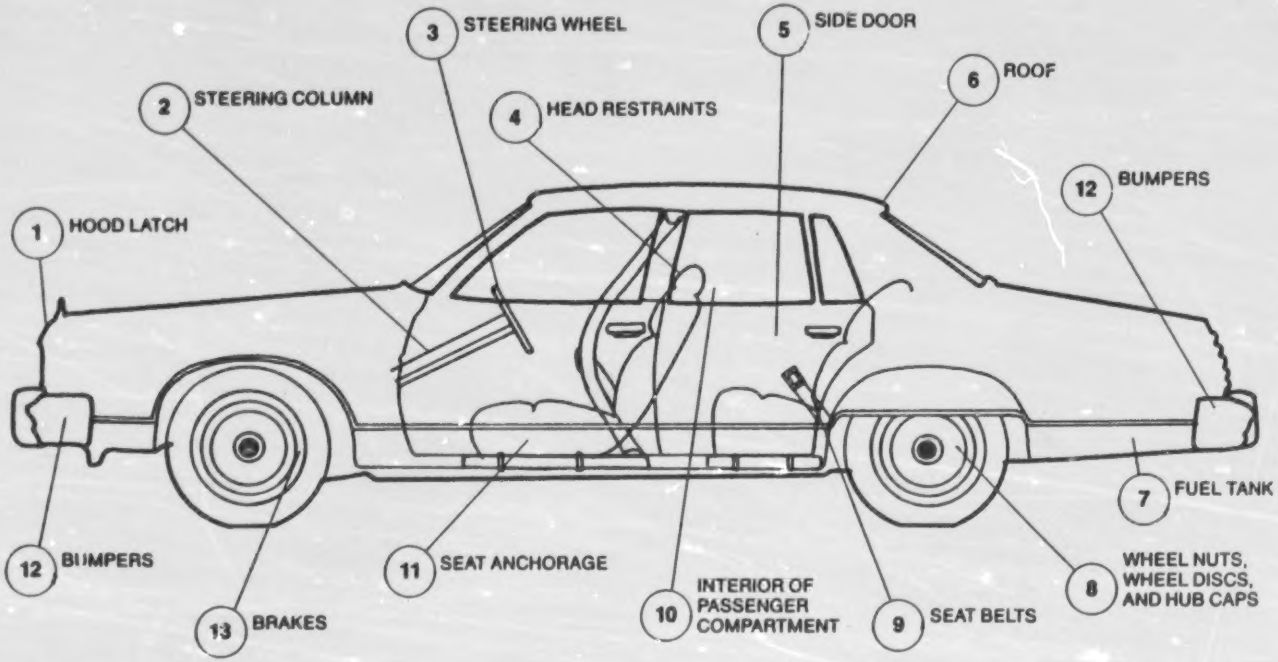
☐ ☐ ☑ 20. The engine sputters when you're climbing a hill.

May need a valve job or overhaul.

Source: Adapted from *America on Wheels: Yesterday, Today and Tomorrow* by The Motor Vehicle Manufacturers Association of the United States. Copyright 1979. Reprinted by permission.

SAFETY

Federal Motor Vehicle Safety Standards (FMVSS) apply to many areas of the automobile. This diagram shows only a few of them. Do you know what measures the manufacturers are taking to make your car safer in each area shown above?


1 HOOD LATCH
2 STEERING COLUMN
3 STEERING WHEEL
4 HEAD RESTRAINTS
5 SIDE DOOR
6 ROOF
12 BUMPERS
7 FUEL TANK
8 WHEEL NUTS, WHEEL DISCS, AND HUB CAPS
9 SEAT BELTS
10 INTERIOR OF PASSENGER COMPARTMENT
11 SEAT ANCHORAGE
13 BRAKES
12 BUMPERS

Name____________________

Source: Adapted from America on Wheels: Yesterday, Today and Tomorrow by The Motor Vehicle Manufacturers Association of the United States. Copyright 1979. Reprinted by permission.

Financial management Skills

Reading Activity #23

Vocabulary: **personally, mileage, radial, insisted, minutes, muffler, dealership, transmission, several, guarantee**

SIGN HERE

(On the telephone) "Hey Ron, I'm coming to pick you up. I think I'm going to trade my old VW in on a sports car at Superior Motors, and I want you to look it over personally."

"Why are you trading your old car, Karl? You get pretty good gas mileage, and who cares if it's a little ugly?"

"Wait 'til you see this new one! It's so sleek . . . sporty. I know it can fly! I'll be over in 15 minutes."

(Later) "I asked the dealer for the keys. What do you think? It's a five-speed, you know."

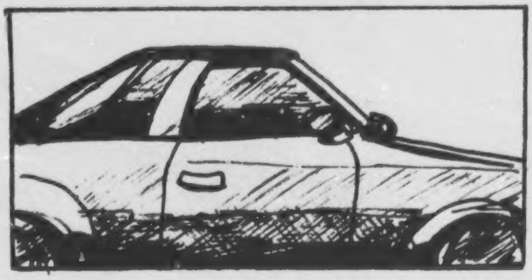
Ron walked around the car rubbing his chin and slowly shaking his head. It was a very sporty model and had radial tires, wood grain dashboard, and a rag top roof. He opened a door to admire the inside. "Nice," he said and slammed the door. When he did this, rust poured right out of the bottom of the door. Some fell from underneath also.

"This car is a piece of junk," Ron said. "Look at this door."

"I'll get them to replace it," Karl said.

"And there's rust around the headlights too! You can't buy this!" Ron insisted.

By this time the dealer came with the keys and the two boys were about to road test it. "The muffler's a little loud on this model. Don't worry about it. They're all like that!" the dealer shouted as they were pulling out. There was a little smoke when Karl shifted gears. They had the top down, though, and could hardly notice it.



"Check the brakes?" Ron asked.

"Yeah, they're a little mushy," Karl said. He went from fourth to fifth on the highway. "Wow! How do you like that? Seventy miles per hour and the engine's hardly working."

35?

____Name

Reading Activity #23 continued

"What's that sound? It's like rubbing," Ron said. "It sounds like it's coming from the transmission."

The car popped out of gear, and Karl put it back in. They circled and went back to the dealership. Karl was still raving about the seats being so sporty, and how low to the ground it was, and how he loved the way it handled. When they pulled back into the lot, the dealer had several papers in his hands.

"You can have it for $700, and I'll give you $400 for your car. Of course, it's a used car, so I can't give you a guarantee."

"If you'll replace the door," Karl said, as Ron shook his head, "and throw in a spare."

"Sure, that's no problem," the man smiled.

"I'll take it!" said Karl.

"Sign here," he said.

Name________________________________

Financial management Skills

Reading Activity #23 continued

How well did you read? Complete the following sentences.

1. Karl wanted
   a. ________ a smaller car.
   b. ________ a luxury car.
   c. ________ a sports car.

2. The car had
   a. ________ an automatic transmission.
   b. ________ a five-speed transmission.
   c. ________ special steering gears.

3. For his car, the dealer gave Karl
   a. ________ $700.
   b. ________ $400.
   c. ________ $1,100.

4. One thing that was not bad about the sports car was
   a. ________ the body.
   b. ________ the way it handled.
   c. ________ the transmission.

5. The sports car's dashboard
   a. ________ was wood grain.
   b. ________ needed to be replaced.
   c. ________ was lighted.

Fill in the blanks to complete the paragraphs below.

Karl called his friend Ron. He wanted Ron to ________ him pick out a ________. He was going to ________ a used car. Karl ________ had a car. But ________ wanted one that was ________.

The car they looked ________ had radial tires, a ________ grain dashboard, and a ________ top roof. When Ron ________ the door, rust fell ________ through the bottom. Ron ________ the car was a ________ of junk.

________________________ Name

Reading Activity #23 continued

When Karl ______ the car, it handled ______. But the brakes were ______ and there was smoke ______ he shifted gears. The ______ was a little loud. Karl bought the car anyway.

Think about it.

1. There's probably no one as silly as Karl, but what would you have done that he did not?

2. What were his reasons for wanting another car?

Name______________________

Financial management Skills

Reading Activity #23—Answers

How well did you read? Complete the following sentences.

1. Karl wanted
   a. ______ a smaller car.
   b. ______ a luxury car.
   c. __✓__ a sports car.

2. The car had
   a. ______ an automatic transmission.
   b. __✓__ a five-speed transmission.
   c. ______ special steering gears.

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   a. ______ $700.
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   c. ______ $1,100.

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   a. ______ the body.
   b. __✓__ the way it handled.
   c. ______ the transmission.

5. The sports car's dashboard
   a. __✓__ was wood grain.
   b. ______ needed to be replaced.
   c. ______ was lighted.

Fill in the blanks to complete the paragraphs below.

Karl called his friend Ron. He wanted Ron to help him pick out a car. He was going to buy a used car. Karl already had a car. But he wanted one that was sporty.

The car they looked at had radial tires, a wood grain dashboard, and a rag top roof. When Ron slammed the door, rust fell out through the bottom. Ron said the car was a piece of junk.

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Reading Activity #23—Answers continued

When Karl drove the car, it handled well. But the brakes were mushy and there was smoke as he shifted gears. The exhaust was a little loud. Karl bought the car anyway.

Think about it.

1. There's probably no one as silly as Karl, but what would you have done that he did not?

   1. Take an expert with you and pay attention to him.
   2. Check to ensure that the car is inspected.
   3. Ask about guarantees.

2. What were his reasons for wanting another car?

   1. He wanted something fast.
   2. He wanted something sporty.

Math Activity #23

Vocabulary: **superior, inferior, air conditioning**

This activity will give you practice with working with large numbers using addition, subtraction, multiplication, and percentages.

(Show all of your work in the space provided.)

Superior Motors was having a special sale on its used cars. It ran the following ad in the daily newspaper. Use the ad to help you answer the questions below.

SUPERIOR MOTORS Has Car Sales You Won't Believe!!!		
	with air conditioning	without air conditioning
VW bugs	$3,300.00	$3,295.00
Perky Pintos	$3,650.00	$3,075.00
Super Celicas	$5,495.00	$5,200.00
Big Buicks	$4,960.00	$4,375.00
Ford Fiestas	$3,958.00	$3,958.00

1. How much money would you save by buying a Pinto without air conditioning instead of one with air conditioning?

2. Karl owned an old VW. The dealer offered him $400 for it. How much would a Super Celica with air conditioning cost him after trading in the VW?

3. Superior Motors has five Ford Fiestas on the lot. If they sell all of them, how much money will they make?

____________________________Name

Financial management Skills

Math Activity #23 continued

4. Inferior Motors is trying to add to its stock of used cars. If it buys two of each of the cars with air conditioning, how much money will it spend?

5. There is a 6% sales tax on cars. If you bought a Big Buick with air conditioning, how much tax would you pay?

6. Which kind of car has the biggest difference in its "with air conditioning" and "without air conditioning" prices?

7. How much more expensive is a Super Celica with air conditioning than a Ford Fiesta with air conditioning?

Name________________________________

Financial management
Skills

Math Activity #23—Answers

Vocabulary: **superior, inferior, air conditioning**

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Big Buicks	$4,960.00	$4,375.00
Ford Fiestas	$3,958.00	$3,958.00

1. How much money would you save by buying a Pinto without air conditioning instead of one with air conditioning?

$3650.00 with air conditioning
− 3075.00 without air conditioning
$575.00 savings

2. Karl owned an old VW. The dealer offered him $400 for it. How much would a Super Celica with air conditioning cost him after trading in the VW?

$5495.00 Super Celica
− 400.00 trade in
$5095.00 more

3. Superior Motors has five Ford Fiestas on the lot. If they sell all of them, how much money will they make?

$3958.00 Ford Fiesta
x 5
$19,790.00 for 5 Ford Fiestas

Math Activity #23—Answers continued

4. Inferior Motors is trying to add to its stock of used cars. If it buys two of each of the cars with air conditioning, how much money will it spend?

$$\begin{array}{r} \$3300 \\ \times\ 2 \\ \hline \$6600 \end{array} \quad \begin{array}{r} \$3650 \\ \times\ 2 \\ \hline \$7300 \end{array} \quad \begin{array}{r} \$5495 \\ \times\ 2 \\ \hline \$10,990 \end{array} \quad \begin{array}{r} \$4960 \\ \times\ 2 \\ \hline \$9920 \end{array} \quad \begin{array}{r} \$3958 \\ \times\ 2 \\ \hline \$7916 \end{array} \quad \begin{array}{r} \$6600 \\ 7300 \\ +\ 10990 \\ 9920 \\ 7916 \\ \hline \boxed{\$42,726} \end{array}$$

5. There is a 6% sales tax on cars. If you bought a Big Buick with air conditioning, how much tax would you pay?

$$\begin{array}{rl} \$4960.00 & \text{Big Buick} \\ \times\ .06 & \\ \hline \boxed{\$\ 297.60} & \text{tax} \end{array}$$

6. Which kind of car has the biggest difference in its "with air conditioning" and "without air conditioning" prices? $\boxed{\text{Big Buick}}$

$$\begin{array}{r} \$3300 \\ -\ 3295 \\ \hline \$\ \ 5 \end{array} \quad \begin{array}{r} \$3650 \\ -\ 3075 \\ \hline \$\ 575 \end{array} \quad \begin{array}{r} \$5495 \\ -\ 5200 \\ \hline \$\ 295 \end{array} \quad \begin{array}{r} \$4960 \\ -\ 4375 \\ \hline \$\ 585 \end{array} \quad \begin{array}{r} \$3958 \\ -\ 3958 \\ \hline 0 \end{array}$$

7. How much more expensive is a Super Celica with air conditioning than a Ford Fiesta with air conditioning?

$$\begin{array}{rl} \$5495 & \text{Super Celica} \\ -\ 3958 & \text{Ford Fiesta} \\ \hline \boxed{\$\ 1537} & \text{more} \end{array}$$

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain the importance of and key factors in a rental/lease arrangement.

RESOURCES:

Required: 1. Employability Activity #24: SAMPLE LEASE

Optional: 1. Landlord representative
2. Tenant representative
3. Real estate sales associate

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Discussion

CONTENT OUTLINE:

I. Introduction:
   A. Discuss renting vs. buying. Use sample lease to stimulate discussion. Explain terms and conditions of the lease.
   B. Explain that lease is a legal document used to protect landlord *and* tenant. Have landlord representative and tenant representative explain what should/should not be found in a lease.

II. Explain what income level determines the amount of rent you will be able to pay. What percent would be too much?

LEARNING ACTIVITIES:

Have students:
1. Discuss the various points found in the lease (amount of deposit, length of lease, responsibilities of landlord and tenant, what happens in case of no payment or no services).
2. Discuss how to protect the deposit and what to do if there is difficulty in recovering it from the landlord.

EVALUATION:

1. Student will define *deposit*.
2. Student will identify tenant and landlord responsibilities.
3. Student will list three items a lease would contain.

Employability Activity #24

SAMPLE LEASE

Century 21

RENTAL LEASE AGREEMENT

This agreement executed this _____ day of _______, 19 __ between ________ ____________ hereinafter called the Landlord, and ____________________________ __________________hereinafter called the Tenant(s). Witnesseth, that the Landlord does hereby lease unto the Tenant, the premises known as ___________ __________________for the term of _____ months, commencing on _____ day of _______, 19__ and ending fully at midnight on the _____ day of _______, 19__ . The total rent shall be $_______, payable in monthly installments of $________ on the first day of each month at ____________________. The sum of $________ has been received as a security deposit to hold the above premises for occupancy as indicated above and for performance of the terms of the lease, as well as damages to the property. Failure to honor this lease will result in forfeiture of this deposit. The Landlord agrees to refund said deposit, or balance thereof, within 30 days after termination of this lease. New tenants must pay first month's rent 30 days prior to initiation of this lease. The security deposit shall be held in a bank or savings and loan account.

The Tenant(s) agree to and acknowledge the following: 1) To keep the premises in good order and surrender same at the expiration of this lease in the same order in which they were received, normal wear excepted. 2) To allow the Landlord access to the premises for inspection, repairs, etc. 3) To pay all utility charges, as obligated, as they come due. 4) Not to sublet the premises without written consent of the Landlord. 5) To take proper care of the grounds of the premises; to mow lawn when necessary; to remove snow and ice from sidewalks. 6) To make no alterations or additions to the property without written consent of the Landlord. 7) That no pets will be permitted. 8) That personal property placed in the premises shall be at the sole risk of the Tenant and the Landlord shall not be liable for loss, theft, or destruction. 9) That no water beds shall be permitted on the premises. 10) Damages to the premises, noticed upon moving in, must be reported to the Landlord within two weeks. Damages reported after that time will become the responsibility of the Tenant. 11) Rent paid after the 5th day of the month will be subject to a late charge of $2.00 per day. 12) A charge of $5.00 will be made for each check returned to the Landlord. 13) That the tenant will pay __% of the annual heating costs, in excess of ______. 14) The maximum number of occupants under the terms of this lease shall be ______.

Continued on next page

________________________________Name

Employability Activity #24 continued

Further, it is agreed that either party may terminate this lease at the end of said term by giving the other written notice at least 60 days prior to the scheduled date of termination. In default of said notice this lease shall continue upon the terms and conditions herein contained for one additional year.

The Landlord reserves the right to terminate this lease by serving upon the Tenant ten days notice if, in the opinion of the Landlord, the conduct of the Tenant(s) is prejudicial to the Landlord, other tenants in the same building, or neighbors. Rent includes the following items, if so designated:

Yes	No		Yes	No	
____	____	Range	____	____	Parking
____	____	Refrigerator	____	____	Gas
____	____	Furniture	____	____	TV Cable
____	____	Water/Sewer	____	____	Trash
____	____	Heat	____	____	Electricity

In testimony thereof, the respective parties have set their hands and seals:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

Source: Adapted from Century 21—Ralph F. Brower and Associates, State College, PA. Reprinted by permission.

Name______________________________

Reading Activity #24

Vocabulary: **electricity, concerned, lease, furnace, cobwebs, bilzzard**

SHOP AROUND

When I saw the apartment on Maple Avenue, I fell in love with it. I still remember how pleasant and cozy it looked the day I first went to look at it.

The house stood on the corner of a quiet street. There was a huge oak tree in the front yard. It was spring, and I could see flowers beginning to bud in the garden. Mr. Tate, the landlord, unlocked the door and led me inside. The apartment was on the first floor. There was a big living room and a kitchen with windows that overlooked the garden. There was a door that led to the basement. Mr. Tate said we'd be able to store things down there.

I guess even then I knew I should take more time to look it over. It was an old house; there were probably things wrong with it. I should probably have waited and had my parents look at it. But Mr. Tate said there were two other people interested in it. I didn't want to miss my chance.

Mr. Tate was talking, "Now the rent is $200 a month and that includes heat. You have to pay for water and electricity. Trash pick-up is every Friday."

"Is there a lease?" I asked, glad I could think of something to say.

Mr. Tate nodded. "Yes, it's a year's lease."

I tried to think of something else to ask. "Are there any problems I should know about?"

Mr. Tate shrugged. "Any old house has its problems from time to time. But I can take care of them."

So I signed on the dotted line.

I moved in two weeks later with my friend Ginger. We didn't have a lot of furniture, but the place looked pretty nice anyway. We were able to store a lot of junk down in the basement. "This place is really creepy!" Ginger said as we shoved the last box under the cellar stairs. She was right. It was dark and dirty. Cobwebs hung everywhere.

"Well," I said as we went back upstairs, "we'll just keep the door shut." Then we found out that the door wouldn't shut all the way. "Oh, well," I said, "it doesn't really matter." I was wishing I had taken a closer look at that basement before I signed the lease.

Everything else was fine—for about a week. The weather was still pretty chilly and I was glad to see that the heat seemed to work well. That is, except for in the bathroom. In there it was always cold. It didn't help matters any when we discovered that the shower

Reading Activity #24 continued

stayed hot only for about 3 minutes. I called Mr. Tate about it and he said he'd be over. But he didn't sound like he was in much of a rush.

Then on Saturday the weather turned warm. Ginger and I played tennis in the morning. When we got back to the house, it was really hot inside. "Whew!" Ginger said. "Doesn't the furnace know when to shut itself off?"

I went over and turned the switch to off. But the heat stayed on. An hour later it was still on. We opened the windows and the doors, but it didn't seem to do much good. I reached for the phone. "Mr. Tate, our heat won't shut off!"

He didn't sound concerned. "Oh, that old furnace is acting up again, I'll bet. I'll try to get over sometime and take a look at it."

I decided Ginger and I would be roasted by the time he got around to doing anything about it. "Where are you going, Mary?" Ginger asked.

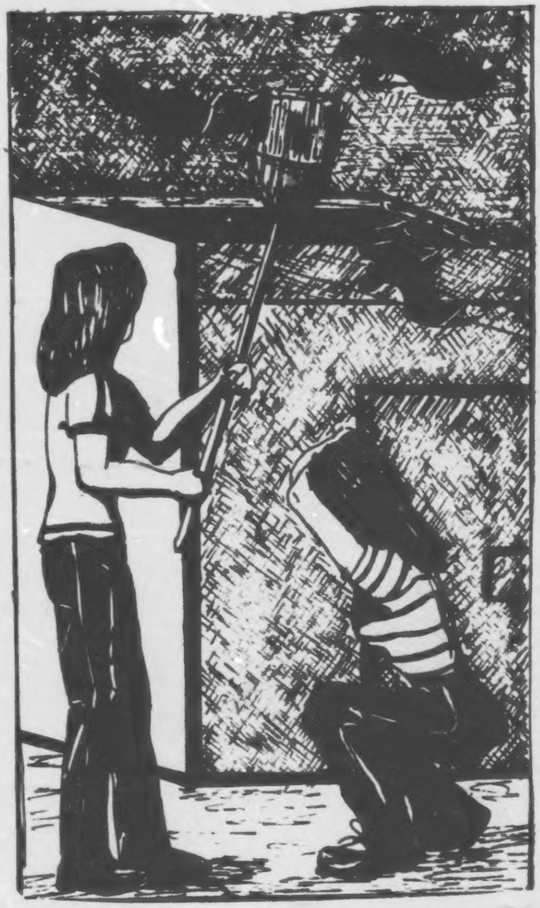
"Downstairs to see if I can shut the furnace off!" I yelled as I charged down the steps.

I didn't feel so sure of myself when I got down there in the dark. The furnace was back against one wall. It was covered by cobwebs. I could hear it roaring happily away as if there were a blizzard outside. "Ginger! Bring me a broom."

So with Ginger watching from the stairs, I started brushing away the dirt, looking for a switch of some kind. I didn't even know if furnaces had switches.

Ginger saw them before I did. I didn't know what was going on when I heard her scream. Then I saw them too. Three huge bats came winging out from behind the furnace. They flew around us a few times and took off up the stairs.

I guess Ginger and I would have spent the rest of our lives in that basement if my father hadn't come over. He said it was the funniest thing. He opened the front door and three bats flew out.



Name_______________________________

Reading Activity #24 continued

Later, after Ginger and I had calmed down, I asked my father if there was any way we could move out. He shook his head. "Not unless Mr. Tate is willing to let you out of your lease. You can talk to him and see. Chances are you'll have to stick it out here for a year."

And that's what we ended up doing. The heat ran all summer, the hot water didn't work, but we never did see any more bats. Of course, we never went down in the basement again either. And when I went looking for a new apartment I checked the place really well first. I also talked with the people who were moving out and asked them questions. I always had good luck with apartments after that. Live and learn!

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______________________________Name

Financial management Skills

Reading Activity #24 continued

How well did you read? Complete the following sentences.

1. Mary liked the apartment on Maple Avenue because
   a. __________ it was in a new building.
   b. __________ it was close to where she worked.
   c. __________ it was pleasant and cozy.

2. Mary went down into the basement
   a. __________ to try to shut off the furnace.
   b. __________ to look for bats.
   c. __________ to sweep the floor.

3. Before renting the apartment Mary should have
   a. __________ refused to sign a lease.
   b. __________ checked the place more carefully.
   c. __________ checked with the police.

Name______________________________

Reading Activity #24 continued

Fill in the blanks to complete the paragraphs below.

Mary liked the apartment on Maple Avenue as soon as she saw it. It ________ on a quiet street. ________ was a big oak ________ and a garden. The ________ name was Mr. Tate. ________ let Mary look at ________ apartment. It had a ________ living room. The kitchen ________ windows that overlooked the ________.

Mr. Tate said the ________ was ________ a month. ________ included the heat. Mary ________ to think of some ________ to ask. She knew ________ should probably find out ________ about the place first. ________ she liked the apartment, ________ she signed the lease.

________ week after she moved ________ she and Ginger found ________ what was wrong with ________ place. The hot water ________ the shower only lasted ________ about 3 minutes. When ________ weather turned warm, the ________ wouldn't turn off. Mary ________ down in the basement ________ try and turn ________ off. She used a ________ to sweep the cobwebs ________ the furnace. When she ________ this three huge bats ________ out.

Mary and Ginger wanted ________ move out right away. ________ lease was for a ________, so they had to ________.

The next time Mary ________ looking for an apartment ________ made sure she asked ________. She was careful to ________ a place out before ________ signed a lease.

________________________ Name

Reading Activity #24—Answers

How well did you read? Complete the following sentences.

1. Mary liked the apartment on Maple Avenue because

   a. ________ it was in a new building.
   b. ________ it was close to where she worked.
   c. ___✓___ it was pleasant and cozy.

2. Mary went down into the basement

   a. ___✓___ to try to shut off the furnace.
   b. ________ to look for bats.
   c. ________ to sweep the floor.

3. Before renting the apartment Mary should have

   a. ________ refused to sign a lease.
   b. ___✓___ checked the place more carefully.
   c. ________ checked with the police.

Financial management Skills

Reading Activity #24—Answers continued

Fill in the blanks to complete the paragraphs below.

Mary liked the apartment on Maple Avenue as soon as she saw it. It was on a quiet street. There was a big oak tree and a garden. The landlord's name was Mr. Tate. He let Mary look at the apartment. It had a big living room. The kitchen had windows that overlooked the garden.

Mr. Tate said the rent was $200 a month. That included the heat. Mary tried to think of some questions to ask. She knew she should probably find out more about the place first. But she liked the apartment, and she signed the lease.

One week after she moved in she and Ginger found out what was wrong with the place. The hot water in the shower only lasted for about 3 minutes. When the weather turned warm, the heat wouldn't turn off. Mary went down in the basement to try and turn it off. She used a broom to sweep the cobwebs off the furnace. When she did this three huge bats flew out.

Mary and Ginger wanted to move out right away. The lease was for a year, so they had to stay.

The next time Mary went looking for an apartment she made sure she asked questions. She was careful to check a place out before she signed a lease.

Financial management Skills

Math Activity #24

Vocabulary: **building, apartments, monthly, rent**

This activity will give you practice with using multiplication and division of large numbers.

(Show all of your work in the space provided.)

1. Mr. Jordan owns an apartment building. The building has 28 one-bedroom apartments. The rent for each one is $265 a month, which includes heat, electricity, and cable television. How much rent will Mr. Jordan collect from all these apartments in 1 month?

2. How much will Mr. Jordan collect (before expenses) from these apartments in 1 year?

3. Debbie and Joan have a two-bedroom apartment. The rent is $315. If they split the cost evenly, how much will each girl pay for a month's rent?

4. John was figuring out his yearly expenses. He found that he paid $3,240 in 1979 for his rent. Assuming that his rent stayed the same for the whole year, how much did John pay per month?

Name______________________________

Math Activity #24 continued

5. Mr. Jordan also owns an apartment building of three-bedroom apartments. There are 13 apartments in the building. In 1 year Mr. Jordan collected $55,380 in rents from this building. Assuming all the apartments have the same rent, how much did Mr. Jordan collect from each apartment?

6. If you lived in one of Mr. Jordan's three-bedroom apartments, how much would your monthly rent be?

7. Gregg's rent from January through May was $249 a month. From June through December it was $279 a month. How much rent did he pay that year?

______________________________Name

Financial management Skills

Math Activity #24—Answers

Vocabulary: **building, apartments, monthly, rent**

This activity will give you practice with using multiplication and division of large numbers.

(Show all of your work in the space provided.)

1. Mr. Jordan owns an apartment building. The building has 28 one-bedroom apartments. The rent for each one is $265 a month, which includes heat, electricity, and cable television. How much rent will Mr. Jordan collect from all these apartments in 1 month?

$265.00 per apartment
x 28 apartments
$7420.00 total one month

2. How much will Mr. Jordan collect (before expenses) from these apartments in 1 year?

$7420.00 per month
x 12 months
$89,040.00 per year

3. Debbie and Joan have a two-bedroom apartment. The rent is $315. If they split the cost evenly, how much will each girl pay for a month's rent?

$157.50 per girl
2 | 315 per month

4. John was figuring out his yearly expenses. He found that he paid $3,240 in 1979 for his rent. Assuming that his rent stayed the same for the whole year, how much did John pay per month?

$ 270 per month
12 | $3240 per year

Financial management Skills

Math Activity #24—Answers continued

5. Mr. Jordan also owns an apartment building of three-bedroom apartments. There are 13 apartments in the building. In 1 year Mr. Jordan collected $55,380 in rents from this building. Assuming all the apartments have the same rent, how much did Mr. Jordan collect from each apartment?

$\boxed{\$4260}$ per apartment
$13\overline{)\$55,380}$ per year

6. If you lived in one of Mr. Jordan's three-bedroom apartments, how much would your monthly rent be?

$\boxed{\$355}$ per month
$12\overline{)\$4260}$ per year

7. Gregg's rent from January through May was $249 a month. From June through December it was $279 a month. How much rent did he pay that year?

$249	per month	$279	per manth
x 5	months	x 7	months
$1245	(Jan. - May)	$1953	(June - Dec.)

$ 1245.00
+ 1953.00

$\boxed{\$3198.00}$ (Jan. - Dec.)

VCS1 LESSON: DEVELOPING A SENSE OF PRIDE

Values clarification
Skills

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the importance of pride in one's self and belongings.
2. Identify personal attributes of self-worth by giving an example.

RESOURCES:

Required: 1. Employability Activity #25: THINGS I AM PROUD OF

Optional: 1. Individual student's wallet
2. Any film, filmstrip, or story portraying a "rags to riches" story
3. A guest speaker who was disadvantaged academically or economically and now is a success

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Filmstrip/film
3. Guest speaker

CONTENT OUTLINE:

I. Introduction:
What is pride and why is it important? It is important to be proud not only of the things we have but also more importantly of ourselves.

II. Discussion:
Teacher discusses something he/she is proud of in every student.

III. Students choose an item in their wallet that displays or represents something important to them and discuss why it is important: picture of family—relationships; sports—talent; charge cards—good credit record; car—possessions.

LEARNING ACTIVITIES:

Have students:
1. Complete Employability Activity #25: THINGS I AM PROUD OF.
2. Present their listing of THINGS I AM PROUD OF in class.

EVALUATION:

1. Students will describe an event in their life of which they are proud.

Values clarification Skills

Employability Activity #25

THINGS I AM PROUD OF

Family
Ability to organize work
Many good and loyal friendships
Savings account
A sports accomplishment
Driving record
Nationality and family customs
Making a gift for someone special
Receiving praise for a special achievement
Being responsible for making someone else very happy
Learning a difficult skill
Helping someone through a difficult problem
Helping an elderly or sick person
Helping someone in financial trouble
Telling the truth in a difficult situation
Planning a surprise for someone dear
Reading something that required much thought
Accomplishing something that was difficult and challenging
Are there any other things that you are proud of? If so, what are they?

________________________________Name

Values clarification
Skills

Reading Activity #25

Vocabulary: **shattered, downhearted, volunteer, unselfish, regaining, good-natured, personality, opinions, agreeing**

WHO'S GOOD FOR NOTHING?

Jeff was shattered. I never saw anyone so downhearted. His girl dropped him last week because she said he was good for nothing. Janet was still in school and Jeff quit last year. He was a poor reader, and all of his studies came harder to him than to the rest of our gang. Jeff had hoped that when he dropped out things would stay the same with Janet. But I guess she was listening to what everyone else said about him. They called him stupid, and she began to believe it.

I know Jeff like a brother. After his girl left him I wanted to try to cheer him up. I could tell by the way he was moping around his garage that his pride was at a new all-time low. I decided that the best way to make him feel better about himself was to show him that those kids at school were wrong. He was my best friend, and I think I'm a pretty good judge of people. So, I started to show him that he *wasn't* "good for nothing."

The first thing I told him about was the fender on his father's car. Jeff did very good body work. I knew that he would say that anyone could do it. This job, though, was different. His father smashed the right front fender, and a body shop told him it would have to be replaced. This would have cost $200. Jeff bought the material, paint, and sandpaper and did the job for $30, and you couldn't tell the difference between the repair and a brand new fender. The body shop couldn't have done it that well; it was perfect. He blushed and said, "yeah, . . . that wasn't too bad." It was working!

Then I reminded him of the time he returned that wallet he found in the gym. It had 50 bucks in it. I told him not everybody was as honest as he was. Many people would have kept it. "And how about your volunteer work with the kids at the playground in the summer?" I praised him a little for being so unselfish with his free time. He smiled just a little and said, "Aw, that's nothing."

I could see he was slowly regaining some of his pride. He was very good at sports. I brought that up and said he should be proud of it. But most of all, I said, he should be proud of his own good nature and personality. His girlfriend was wrong for listening to other people's opinions about him. He was the most loyal friend I ever had. And if she thinks that dropping out makes him "good for nothing," then it's good that they broke up. If she really loved him, she would see his good points.

Name________________________

Reading Activity #25 continued

I think he was agreeing with me a little. Jeff is sort of shy. He never brags about himself. In fact sometimes he puts himself down too much. I guess that's when people like me have to tell him to look at himself as he really is. He had lots of things to be proud of. Either his girlfriend will soon realize this, or the next one will.

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_______________________________Name

Reading Activity #25 continued

How well did you read? Complete the following sentences.

1. Jeff's girl dropped him because
   a. ______ he was stupid.
   b. ______ he dropped out of school.
   c. ______ she had a new boyfriend.

2. Jeff was good at
   a. ______ sports and schoolwork.
   b. ______ schoolwork and fixing cars.
   c. ______ fixing cars and sports.

3. Jeff's friend helped him by
   a. ______ making him feel good about himself.
   b. ______ finding him a new girlfriend.
   c. ______ helping him with his schoolwork.

Use the vocabulary words to complete the sentences below:

shattered
unselfish
volunteer
good-natured
regaining
opinions
personality
agreeing
downhearted

1. Jeff was feeling sad and ______________.
2. The man was slowly ______________ strength after his long illness.
3. Meg worked as a ______________ at the hospital.
4. The baseball ______________ the picture window.
5. The class president wanted everyone's ______________ on where the senior prom should be held.
6. Mrs. Green was a very ______________ person and was always in a cheerful mood.

Name ______________________

Values clarification Skills

Reading Activity #25—Answers

How well did you read? Complete the following sentences.

1. Jeff's girl dropped him because
   a. ______ he was stupid.
   b. ✓ he dropped out of school.
   c. ______ she had a new boyfriend.

2. Jeff was good at
   a. ______ sports and schoolwork.
   b. ______ schoolwork and fixing cars.
   c. ✓ fixing cars and sports.

3. Jeff's friend helped him by
   a. ✓ making him feel good about himself.
   b. ______ finding him a new girlfriend.
   c. ______ helping him with his schoolwork.

Use the vocabulary words to complete the sentences below:

shattered
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1. Jeff was feeling sad and downhearted.
2. The man was slowly regaining strength after his long illness.
3. Meg worked as a volunteer at the hospital.
4. The baseball shattered the picture window.
5. The class president wanted everyone's opinions on where the senior prom should be held.
6. Mrs. Green was a very good-natured person, always in a cheerful mood.

Values clarification Skills

Math Activity #25

Vocabulary: **purchase, sales tax, deposits, material, estimate, compressor, rental, in advance, refund**

This activity will give you practice with addition, subtraction, multiplication, and percentages.

(Show all of your work in the space provided.)

Jeff takes pride in his work. He is going to repair a dented car door for a friend. His friend wants to know how much it will cost. Jeff says that he'll make an estimate. To make an estimate, Jeff must first work out what he will use for the job and how much time he will spend.

1. Jeff knows he will need to buy many of the materials for the job. Here is Jeff's shopping list and the prices he would pay.

   Primer paint (1 quart)—$5.50
   Paint (1 quart)—$7.00
   Package of sandpaper—$2.80
   Body putty—$3.98

   How much would he pay for the materials?

2. Jeff would have to pay sales tax on the materials. The sales tax is 6% of the purchase price. Using your answer for question #1, how much sales tax would Jeff pay?

Name______________________________

Math Activity #25 continued

3. Jeff would need to rent an air compressor and spray gun for painting the car door. He would put a deposit down of $20.00. He would also pay a day's rental in advance, which would be $12.50. There is sales tax on the rental but not on the deposit. How much tax would Jeff pay on the rental?

4. It should take Jeff 22 hours to do the complete job. Jeff figures he will charge $5.75 per hour for his time. How much would the total time be worth?

5. Using what you know from questions #1 through #4, figure out the total cost for the job. There is no sales tax for labor.

6. Rounding-off the answer to question #5 to the nearest dollar, Jeff was able to arrive at his estimate of the job. What was the estimate he could give his friend?

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_________________________ Name

Values clarification Skills

Math Activity #25—Answers

Vocabulary: **purchase, sales tax, deposits, material, estimate, compressor, rental, in advance, refund**

This activity will give you practice with addition, subtraction, multiplication, and percentages.

(Show all of your work in the space provided.)

Jeff takes pride in his work. He is going to repair a dented car door for a friend. His friend wants to know how much it will cost. Jeff says that he'll make an estimate. To make an estimate, Jeff must first work out what he will use for the job and how much time he will spend.

1. Jeff knows he will need to buy many of the materials for the job. Here is Jeff's shopping list and the prices he would pay.

Primer paint (1 quart)	$5.50
Paint (1 quart)	$7.00
Package of sandpaper	$2.80
Body putty	$3.98

How much would he pay for the materials?

$$\begin{array}{r} \$5.50 \\ +\ 7.00 \\ 2.80 \\ 3.98 \\ \hline \boxed{\$19.28} \end{array}$$ total

2. Jeff would have to pay sales tax on the materials. The sales tax is 6% of the purchase price. Using your answer for question #1, how much sales tax would Jeff pay?

$$\begin{array}{r} \$19.28 \\ \times\ .06 \\ \hline \$\ 1.16 \end{array}$$

$19.28 materials

$1.16 sales tax

Values clarification Skills

Math Activity #25—Answers continued

3. Jeff would need to rent an air compressor and spray gun for painting the car door. He would put a deposit down of $20.00. He would also pay a day's rental in advance, which would be $12.50. There is sales tax on the rental but not on the deposit. How much tax would Jeff pay on the rental?

$12.50 rent
x .06
$ 75 sales tax

4. It should take Jeff 22 hours to do the complete job. Jeff figures he will charge $5.75 per hour for his time. How much would the total time be worth?

$5.75 per hour
x 22 hours
$126.50 total

5. Using what you know from questions #1 through #4, figure out the total cost for the job. There is no sales tax for labor.

$12.50
+ .75
$13.25
(rent)

$19.28
+ 1.16
$20.44
(materials)

$126.50 labor
13.25 rent
20.44 materials
$160.19 total

6. Rounding-off the answer to question #5 to the nearest dollar, Jeff was able to arrive at his estimate of the job. What was the estimate he could give his friend?

$160.00

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the attribute of self-esteem by examples.

RESOURCES:

Required: 1. Employability Activity #26: CIRCLE-THE-WORDS PUZZLE
2. Dictionary

Optional: 1. Chapman, E.N. *Your attitude is showing* (3rd ed.). Chicago: Science Research Associates, Inc., 1972

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Role play

CONTENT OUTLINE:

I. Introduction:
Definition of self-esteem.

II. Discussion:
  A. How pride in oneself is important to have.
  B. If you don't think much of yourself, who will?

III. Role play:
A person with poor self-esteem and a person with good self-esteem applying for a job and being interviewed.

LEARNING ACTIVITIES:

Have students:
1. Join the class discussion and answer the question mentioned in the above section.
2. Participate in role play and discussion.
3. Complete Employability Activity #26: CIRCLE-THE-WORDS PUZZLE.

EVALUATION:

1. Students will define self-esteem.
2. Students will list three aspects of a positive personality.
3. Students will describe self-esteem by giving three examples.
4. Students will discuss the vocabulary words in Employability Activity #26: CIRCLE-THE-WORDS PUZZLE.

Values clarification Skills

Employability Activity #26

CIRCLE-THE-WORDS PUZZLE

There is a list of words on the following page. See how many you can find and circle them in the big group of letters below. All of the starred words (*) are spelled backwards in the puzzle.

```
Y I A F G E C W B F I H M N W O N D E R F U L R A V
D H B E A U T I F U L L P O P U L A R J O N P I W X
A A I C E L P N J G E R K F E O C G K I Q L R M U M
U P L D E A F C K S P D Q O D P O W E R S B Q P L R
Z R I Z A V A L Z E T S P S J E H A B T M P C O T S
W E T B Y X M B O N U I N T E R E S T I N G D R N H
V P Y G R E N E N S Q V Q W R F T S P R R E H T I O
X A U Z X J G W Y I R L X K T E O Q R S I D E A L J
P R O U D K V I W B O U M P X C M N T P G F I N G K
N E O M T L H U T L S H J Y N T O U H O N E S T F V
Y D N S U A C H I E V E I Z W L V J D F H I J B G A
M O P A V D C L E F B A H A O X K Y B C G P V D C L
Z X Q R W M D B M G G L E A D E R D E C K L X W E U
C U T E O I K N J D C T B C Z A Y E A F A E O Y Z A
R Q C R P R E F E H P H E L P F U L B L L A P S A B
A P S A H E A D B M Q Y W X U A C M R L M S N Q R L
B T E C D C E G J N M O G F V A L D K T R U S T S E
F T S R O N A K O L J H R T A E D C J H I R L K T U
T R P Q P O D E L N K I S L O V E L Y V A E U M Q P
Y U R G R E A T E S T J V I W X F B W Z X A G F N R
U T Q N C T R F I G K M L K G G R A N D Y Z B O H T
X H B I S U J V K H L F O A H R I C W N Y C I Y A G
V F A M O U S U L M E N G B E A D V Y I Z H D L I O
Z U A R X I Z M C T N E L L E C X E X K A J E D F O
W L F A H M A I D S K H L E J E U X M L K W J N G D
C W G H Y A J B K E I T L K R F N P P B B R F E C N
Y W X C O N Q U E R J U M A M U G E C Q X A S I T E
A D E D C N H F O A S C B P Q L Y R G D Y E Z R D S
D B Y A B E E G N E A S Y N O V E T I R O V A F E S
C A Z C B R R O O D V N S X Q Z A K I L H S N T P A
U R S P Q S P T Q X W U T P R A I S E J V M R O U G
```

________________________ Name

Values clarification
Skills

Employability Activity #26 continued

prepared
*favorite
wonderful
conquer
leader
truthful
praise
beautiful
famous

ability
easy
popular
*excellent
*care
goodness
power
interesting
*charming

valuable
*energy
grand
*value
*friendly
proud
greatest
admire
important

ideal
lovely
manners
pleasure
achieve
trust
win
*kind
honest

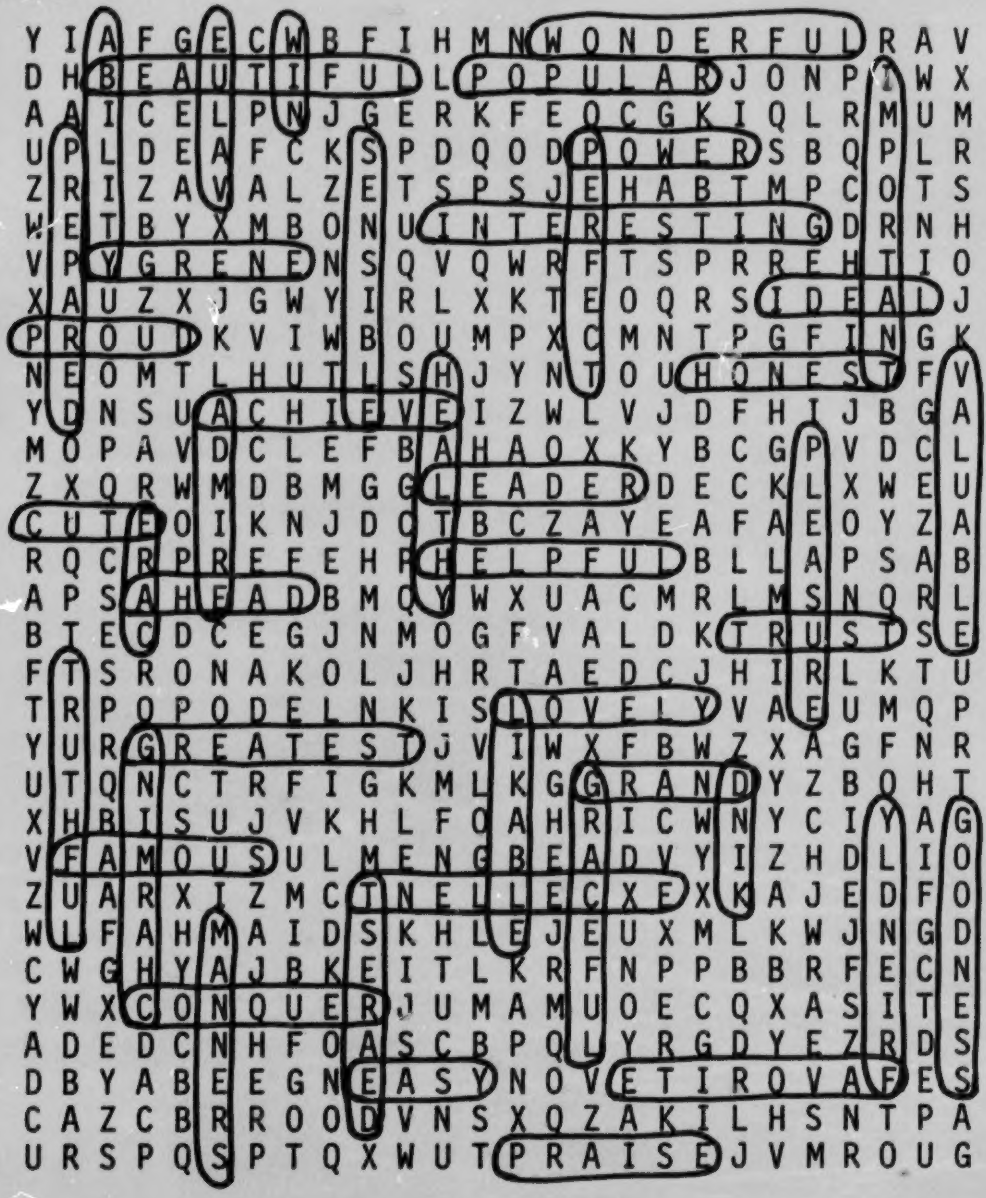
helpful
sensible
graceful
perfect
ahead
*dearest
likable
healthy
cute

Name______________________________

Employability Activity #26—Answers

CIRCLE-THE-WORDS PUZZLE

There is a list of words on the following page. See how many you can find and circle them in the big group of letters below. All of the starred words (*) are spelled backwards in the puzzle.



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Y I A F G E C W B F I H M N W O N D E R F U L R A V
D H B E A U T I F U L L P O P U L A R J O N P I W X
A A I C E L P N J G E R K F E O C G K I Q L R M U M
U P L D E A F C K S P D Q O D P O W E R S B Q P L R
Z R I Z A V A L Z E T S P S J E H A B T M P C O T S
W E T B Y X M B O N U I N T E R E S T I N G D R N H
V P Y G R E N E N S Q V Q W R F T S P R R E H T I O
X A U Z X J G W Y I R L X K T E O Q R S I D E A L J
P R O U D K V I W B O U M P X C M N T P G F I N G K
N E O M T L H U T L S H J Y N T O U H O N E S T F V
Y D N S U A C H I E V E I Z W L V J D F H I J B G A
M O P A V D C L E F B A H A O X K Y B C G P V D C L
Z X Q R W M D B M G G L E A D E R D E C K L X W E U
C U T E O I K N J D O T B C Z A Y E A F A E O Y Z A
R Q C R P R E F E H P H E L P F U L B L L A P S A B
A P S A H E A D B M Q Y W X U A C M R L M S N O R L
B T E C D C E G J N M O G F V A L D K T R U S T S E
F T S R O N A K O L J H R T A E D C J H I R L K T U
T R P O P O D E L N K I S L O V E L Y V A E U M Q P
Y U R G R E A T E S T J V I W X F B W Z X A G F N R
U T Q N C T R F I G K M L K G G R A N D Y Z B O H T
X H B I S U J V K H L F O A H R I C W N Y C I Y A G
V F A M O U S U L M E N G B E A D V Y I Z H D L I O
Z U A R X I Z M C T N E L L E C X E X K A J E D F O
W L F A H M A I D S K H L E J E U X M L K W J N G D
C W G H Y A J B K E I T L K R F N P P B B R F E C N
Y W X C O N Q U E R J U M A M U O E C Q X A S I T E
A D E D C N H F O A S C B P Q L Y R G D Y E Z R D S
D B Y A B E E G N E A S Y N O V E T I R O V A F E S
C A Z C B R R O O D V N S X Q Z A K I L H S N T P A
U R S P Q S P T Q X W U T P R A I S E J V M R O U G
```

Employability Activity #26—Answers continued

prepared
*favorite
wonderful
conquer
leader
truthful
praise
beautiful
famous
ability
easy
popular
*excellent
*care
goodness
power
interesting
*charming
valuable
*energy
grand
*value
*friendly
proud
greatest
admire
important
ideal
lovely
manners
pleasure
achieve
trust
win
*kind
honest
helpful
sensible
graceful
perfect
ahead
*dearest
likable
healthy
cute

Values clarification Skills

Reading Activity #26

Vocabulary: **practices, decide, purposely, constantly, Rochester H.S., confusing, positions, defensive, representing, attitude, separate**

TEAM WORK

The first week of football practice was the worst in my life. There were 60 of us. We knew that by the first day of classes there would be only 40. The summer practices were used to decide who would be cut and who would stay. Our coach—we called him Bulldog—didn't like any of us at first. I think he purposely tried to get us to quit. He was constantly yelling at us, and the hot summer weather made everyone sort of edgy. But by September, Rochester High School had the second best team in the league.

On the first or second day we had a long meeting after the practice. Bulldog said we weren't a team. We couldn't become a team until we started acting like one. Of course we all needed some discipline and hard work. And as soon as we knew the plays and the drills we could start learning how to become a team.

This was a little confusing, but after some players were cut and the positions were filled, I could feel what he was saying.

I worked with the defensive unit. As the summer went on, all the defensive players grew closer together. We worked together. When someone made a good tackle, all of us felt good. If the coach didn't like our playing, we all tried a little harder.

Almost into September we had another long meeting. "You're starting to see what I meant by being a team, aren't you?" he said. "I can see that all units—defense, offense, and the special teams—are working well together. Now as the season is drawing near, we have to look at the team as a whole. We are the Rochester Rams. We will be representing our school. I want you fellows to be proud of this and let everyone see it in your attitude."

CONGRA
ROCHES
RA

393

_______________Name

Reading Activity #26 continued

Starting back to school was great. Bulldog told us to dress neatly and act like men. All of us wore blazers in the school colors on Fridays because that was the day of the football games. It seemed that the more pride we had in our team, the better we played. Our season went along great, too.

Having pride in the team made me proud of my school, too. Most of the students went to the games. It was great to hear them cheering when we made a good play. It made the whole year seem to go faster.

Even when we lost the final game, there was a parade for us in town. I was really sad about losing. But then, when the cars went down the main street with all of us in them, everyone went crazy. It really made me feel good. We had gone from 60 separate nobodies to the second-best team in the league. We were tight; the Rochester Rams—pride of the whole city. I think this was the best time of my life!

Name______________________________

Reading Activity #26 continued

Use information from the story to help you do the matching questions below.

A	*B*
1. The coach ________	a. lost the final game.
2. Rochester High School ________	b. was called Bulldog.
3. The Rochester Rams ________	c. made everyone feel nervous.
4. The hot summer weather ________	d. had the second best team in the league.

Choose words from the vocabulary list below to complete the following sentences.

practices
positions
purposely
representing
confusing
separate
defensive
decade
attitude
constantly

1. The child was ____________ asking for something to eat.
2. Trying to listen to two people at once can be ____________.
3. His poor ____________ toward school showed in his low grades.
4. The girls and boys have ____________ gym classes at our school.
5. He was ____________ trying to make me laugh.

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____________________ Name

Values clarification Skills

Reading Activity #26—Answers

Use information from the story to help you do the matching questions below.

A	B
1. The coach b	a. lost the final game.
2. Rochester High School d	b. was called Bulldog.
3. The Rochester Rams a	c. made everyone feel nervous.
4. The hot summer weather c	d. had the second best team in the league.

Choose words from the vocabulary list below to complete the following sentences:

practices
positions
purposely
representing
confusing
separate
defensive
decade
attitude
constantly

1. The child was constantly asking for something to eat.
2. Trying to listen to two people at once can be confusing
3. His poor attitude toward school showed in his low grades.
4. The girls and boys have separate gym classes at our school.
5. He was purposely trying to make me laugh.

Values clarification Skills

Math Activity #26

Vocabulary: **average**

This activity will give you practice with computing averages.

Just a reminder! To find an average, you add to find the total amount. Then you divide by the number of items you added. (See example below.)

Step #1 Add
$$\begin{array}{r} 3 \\ 4 \\ \underline{5} \\ 12 \end{array}$$

Step #2 Divide
$$3\overline{)12} \quad 4 = \text{Average}$$

Average = 4

(Show all of your work in the space provided.)

1. The program at all the Rochester High School home games has a chart of information on each player. Part of the chart is shown below. Use the chart and what you know about averages to fill in the average for each row. Round your answers to the second decimal place.

Player	*Height (inches)*	*Weight (pounds)*	*Age (years)*	*Grade*	*Years on the Team*
McNab	72	240	18	12	3
Wong	75	245	18	11	2
O'Hara	69	219	17	12	3
Fernandez	70	202	18	12	2
Miller	71	195	17	11	2
Smith	68	197	15	10	1
Robbins	74	210	16	11	2
Total					
Average					

402

______________________ Name

Math Activity #26 continued

2. The Rochester Rams had to weigh in once a week before practice. The first five members of the team weighed 189, 210, 206, 196, and 230 pounds. Find their average weight.

3. The coach had members of the team practice 50-yard dashes. Their times, in seconds, were as follows: 8.0, 7.8, 9.2, 8.1, 9.0, 7.9, and 8.1. Find the average time of these players.

4. The total weight of 11 members of the Rams squad is 2,200 pounds. What is the average weight of a player on the team?

Name______________________________

Values clarification Skills

Math Activity #26—Answers

Vocabulary: **average**

This activity will give you practice with computing averages.

Just a reminder! To find an average, you add to find the total amount. Then you divide by the number of items you added. (See example below.)

Step #1 Add

$$\begin{array}{r} 3 \\ 4 \\ \underline{5} \\ 12 \end{array}$$

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O'Hara	69	219	17	12	3
Fernandez	70	202	18	12	2
Miller	71	195	17	11	2
Smith	68	197	15	10	1
Robbins	74	210	16	11	2
Total	499	1508	119	79	15
Average	71.29	215.43	17	11.29	2.14

Values clarification
Skills

Math Activity #26—Answers continued

2. The Rochester Rams had to weigh in once a week before practice. The first five members of the team weighed 189, 210, 206, 196, and 230 pounds. Find their average weight.

189 lbs.
210
206
196
+ 230
1031 lbs.

$$\begin{array}{r} \boxed{206.2 \text{ lbs}} \\ 5\overline{)1031 \text{ lbs.}} \end{array}$$

3. The coach had members of the team practice 50-yard dashes. Their times, in seconds, were as follows: 8.0, 7.8, 9.2, 8.1, 9.0, 7.9, and 8.1. Find the average time of these players.

8.0 sec.
7.8
9.2
8.1
9.0
7.9
8.1
58.1 sec.

$$\begin{array}{r} \boxed{8.3 \text{ sec.}} \\ 7\overline{)58.1 \text{ sec.}} \end{array}$$

4. The total weight of 11 members of the Rams squad is 2,200 pounds. What is the average weight of a player on the team?

$$\begin{array}{r} \boxed{200 \text{ lbs.}} \\ 11\overline{)2200 \text{ lbs.}} \end{array}$$

Values clarification Skills

Math Activity #26—Metric

Vocabulary: **average, centimeters (cm), kilograms (kg), meter (m)**

This activity will give you practice with computing averages.

Just a reminder! To find an average, you add to find the total amount. Then you divide by the number of items you added. (See example below.)

Step #1 Add

$$\begin{array}{r} 3 \\ 4 \\ \underline{5} \\ 12 \end{array}$$

Step #2 Divide

$$3\overline{)12} = 4 = \text{Average}$$

Average = 4

(Show all of your work in the space provided.)

1. The program at all the Rochester High School home games has a chart of information on each player. Part of the chart is shown below. Use the chart and what you know about averages to fill in the average for each row. Round your answers to the second decimal place.

Player	*Height (cm)*	*Weight (kg)*	*Age (years)*	*Grade*	*Years on the Team*
McNab	183	109	18	12	3
Wong	191	111	18	11	2
O'Hara	175	99	17	12	3
Fernandez	178	92	18	12	2
Miller	180	88	17	11	2
Smith	173	89	15	10	1
Robbins	188	95	16	11	2
Total					
Average					

_______________________Name

Math Activity #26—Metric continued

2. The Rochester Rams had to weigh in once a week before practice. The first five members of the team weighed 86, 95, 93, 89, and 104 kg. Find their average weight.

3. The coach had members of the team practice 45-meter dashes. Their times, in seconds, were as follows: 8.0, 7.8, 9.2, 8.1, 9.0, 7.9, and 8.1. Find the average time of these players.

4. The total weight of 11 members of the Rams squad is 998 kg. What is the average weight of a player on the team?

Name________________________________

M

T

VCS2 LESSON: SELF-ESTEEM/PRIDE

Values clarification Skills

Math Activity #26—Metric Answers

Vocabulary: **average, centimeters (cm), kilograms (kg), meter (m)**

This activity will give you practice with computing averages.

Just a reminder! To find an average, you add to find the total amount. Then you divide by the number of items you added. (See example below.)

Step #1 3
Add 4
5
12

Step #2
Divide $3\overline{)12}$ 4 = Average

Average = 4

(Show all of your work in the space provided.)

1. The program at all the Rochester High School home games has a chart of information on each player. Part of the chart is shown below. Use the chart and what you know about averages to fill in the average for each row. Round your answers to the second decimal place.

Player	*Height (cm)*	*Weight (kg)*	*Age (years)*	*Grade*	*Years on the Team*
McNab	183	109	18	12	3
Wong	191	111	18	11	2
O'Hara	175	99	17	12	3
Fernandez	178	92	18	12	2
Miller	180	88	17	11	2
Smith	173	89	15	10	1
Robbins	188	95	16	11	2
Total	1268	683	119	79	15
Average	181.14	97.57	17	11.29	2.14

408

Math Activity #26—Metric Answers continued

2. The Rochester Rams had to weigh in once a week before practice. The first five members of the team weighed 86, 95, 93, 89, and 104 kg. Find their average weight.

86 + 95 + 93 + 89 + 104 = 467 kg

$$\begin{array}{r} \boxed{93.4\text{ kg}} \\ 5\overline{)467} \end{array}$$

3. The coach had members of the team practice 45-meter dashes. Their times, in seconds, were as follows: 8.0, 7.8, 9.2, 8.1, 9.0, 7.9, and 8.1. Find the average time of these players.

$$\begin{array}{r} 8.0 \\ 7.8 \\ 9.2 \\ 8.1 \\ 9.0 \\ 7.9 \\ 8.1 \\ \hline 58.1 \text{ seconds} \end{array}$$

$$\begin{array}{r} \boxed{8.3\text{ seconds}} \\ 7\overline{)58.1} \end{array}$$

4. The total weight of 11 members of the Rams squad is 998 kg. What is the average weight of a player on the team?

$$\begin{array}{r} \boxed{90.73\text{ kg}} \\ 11\overline{)998} \end{array}$$

VCS3 LESSON: RESPONSIBILITY/DEPENDABILITY

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe and develop the concepts of responsibility and dependability.

RESOURCES:

Required: 1. Dictionary
2. Employability Activity #27: SCRAMBLED SYLLABLES PUZZLE

Optional: 1. Films on job attitudes
2. Chapman, E.N. *Your attitude is showing* (3rd ed.). Chicago: Science Research Associates, Inc., 1972

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Role play

CONTENT OUTLINE:

I. Introduction:
Every day of our lives is characterized by times when we must be responsible and dependable. We have a responsibility to take care of ourselves. We are responsible for being in certain places at certain times and our friends must be able to depend on us to do certain things:
  A. Definition of responsibility
  B. Definition of dependability

II. Discussion:
  A. Responsible situation:
  Example: Showing up for an appointment on time; picking up a date on time.
  B. Irresponsible situation:
  Example: Going camping—Joe says he'll bring the food. When they arrive at the campsite, he has forgotten the food. Questions: Is Joe responsible? Can we depend on him?

III. How will responsibility and dependability affect our jobs?

LEARNING ACTIVITIES:

1. Discuss the following questions:
   - A. Would you trust a person who was not responsible?
   - B. Who gets hurt most by a person's irresponsibility?
2. Have students list three situations showing responsibility and irresponsibility and then have them explain which they would rather have happen to them.
3. Divide pupils into groups of four or five. Have them create a role-play situation demonstrating responsible and irresponsible behavior. Have them perform it for the class.
4. Have students complete Employability Activity #27: SCRAMBLED SYLLABLES PUZZLE.

EVALUATION:

1. Students will properly identify responsible and irresponsible situations.
2. Students will explain why responsibility and dependability are important.
3. Students will define responsibility/dependability by giving three examples.
4. Students will discuss vocabulary words in Employability Activity #27: SCRAMBLED SYLLABLES PUZZLE.

VCS3 LESSON: RESPONSIBILITY/DEPENDABILITY

Values clarification Skills

Employability Activity #27

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. spon re ble si ______________________
2. de a ble pend ______________________
3. ti tude at ______________________
4. ment ap point ______________________
5. count ac ble a ______________________
6. li tion ga ob ______________________
7. a re li ble ______________________
8. wor trust thy ______________________
9. teg ri in ty ______________________
10. i sin ty cer ______________________

Name______________________________

Values clarification
Skills

Employability Activity #27 continued

Match the words with their definitions.

1. an arrangement to meet a person or be in a certain place at a set time ______________
2. liable to be called to account, responsible ______________
3. that can be relied on, dependable ______________
4. worthy of trust ______________
5. answerable, accountable ______________
6. the quality or state of being of sound moral principle ______________
7. that can be depended on ______________
8. a duty imposed legally or socially ______________
9. honesty; genuineness; good faith; trust ______________
10. one's disposition, opinion ______________

obligation
responsible
attitude
appointment
dependable
integrity
reliable
sincerity
accountable
trustworthy

______________________________Name

Values clarification Skills

Employability Activity #27—Answers

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. spon re ble si responsible
2. de a ble pend dependable
3. ti tude at attitude
4. ment ap point appointment
5. count ac ble a accountable
6. li tion ga ob obligation
7. a re li ble reliable
8. wor trust thy trustworthy
9. teg ri in ty integrity
10. i sin ty cer sincerity

Values clarification Skills

Employability Activity #27—Answers continued

Match the words with their definitions.

1. an arrangement to meet a person or be in a certain place at a set time appointment
2. liable to be called to account, responsible accountable
3. that can be relied on, dependable reliable
4. worthy of trust trustworthy
5. answerable, accountable responsible
6. the quality or state of being of sound moral principle integrity
7. that can be depended on dependable
8. a duty imposed legally or socially obligation
9. honesty; genuineness; good faith; trust sincerity
10. one's disposition, opinion attitude

obligation
responsible
attitude
appointment
dependable
integrity
reliable
sincerity
accountable
trustworthy

Values clarification Skills

Reading Activity #27

Vocabulary: **character, backhoe, shovels, promoted, dependable**

SLOW BUT SURE

Charlie McGoohan—that was his name. What a character he was. Boy was he easy-going. I guess "slow" is the word for it. You could see this in just about anything he did. A lot of people made fun of him. He was everybody's friend, though, and none of it was done in a mean sort of way. Charlie knew we were always kidding. I think he liked it most of the time—it made us seem like family.

We worked for a company that built roads. Every now and then they hired somebody new and put him on our crew. One man who was new didn't know Charlie that well. He razzed him about being slow and called him "Turtle Man" and "dead weight"—things like that. This rookie hadn't grown out of his days as a playground bully. It really didn't bother Charlie that much, though. He just didn't like to work with him.

The new guy's name was Brent. He and Charlie were digging a hole for a drain. It was in a place that the backhoe couldn't reach, and it had to be done by hand with shovels. Brent was cussing because Charlie was working so slowly. Finally Brent told Charlie to get out. Charlie shrugged and moved out of the way. Brent grabbed the best shovel and started digging like a machine, right where Charlie was working. He worked like mad for about 15 minutes. He checked how far he had dug, and it was enough. Then he climbed out of the hole, threw the shovel down, and said, "Fifteen minutes! Did you see that! I did as much as you did all morning!" He was out of breath from his frantic effort. "What's the sense of even having you around? You're a waste!" he shouted. The whole time, Charlie stood looking at the ground. He wasn't used to being yelled at like that.

The foreman called both of them over. "What's wrong with you two?" he said.

"It's him," said Brent. "He's too slow. I don't even know why you keep him around."

The foreman had worked with Charlie for a long time. The two of them had worked together, just like Brent and Charlie, before he was promoted to foreman. Talking about his old friend like this really made him angry.

Name________________________

Reading Activity #27 continued

"Let me tell you something, Hot Shot. Charlie is one of the best men we have. In four years he hasn't missed a day. You've missed a week and a half just in the short time you've been here. I have to be able to depend on my workers. I don't even know if you're going to *show up* from one day to the next! I know what Charlie can and can't do. I pick the tasks that he's best suited for. When I give him a job to do, I can be sure it will be done—and done right. I don't care if it takes him longer. He's dependable. You're not."

The foreman continued, "And if anything else about Charlie bugs you," he pointed in Brent's face, "keep it to yourself!" Brent walked away like a little boy who was just spanked. The foreman yelled after him, "And if you miss another day this month, don't come back!"

______________________________Name

Reading Activity #27 continued

How well did you read? Complete the following sentences.

1. Charlie was not
   a. __________ friendly.
   b. __________ a fast worker.
   c. __________ dependable.

2. Brent was angry with Charlie because
   a. __________ he was in the way.
   b. __________ he wouldn't help.
   c. __________ he was too slow.

3. The foreman said Charlie
   a. __________ was dependable.
   b. __________ missed too much work.
   c. __________ was too slow.

Draw lines to match the words with their meanings.

dependable
foreman
character

boss
can be counted on to do something
interesting person

Fill in the blanks to complete the paragraphs below.

Charlie McGoohan was a hard worker. Some people made __________ of him. He was __________ to everyone. And he __________ a dependable worker.

Charlie __________ for a company that __________ roads. One day a __________ man was hired. His __________ was Brent. He didn't __________ Charlie. He teased him __________ being slow. He called __________ "Turtle Man."

The foreman __________ Charlie because he was __________. He never missed a __________ of work. He told __________ that he missed __________ much work. The foreman __________ Brent to leave Charlie __________. He also said that if Brent missed another day of work this month he didn't need to come back.

Name______________________________

Values clarification Skills

Reading Activity #27—Answers

How well did you read? Complete the following sentences.

1. Charlie was not
   a. ________ friendly.
   b. ___✓___ a fast worker.
   c. ________ dependable.

2. Brent was angry with Charlie because
   a. ________ he was in the way.
   b. ________ he wouldn't help.
   c. ___✓___ he was too slow.

3. The foreman said Charlie
   a. ___✓___ was dependable.
   b. ________ missed too much work.
   c. ________ was too slow.

Draw lines to match the words with their meanings.

dependable	boss
foreman	can be counted on to do something
character	interesting person

Fill in the blanks to complete the paragraphs below.

Charlie McGoohan was a hard worker. Some people made fun of him. He was friendly to everyone. And he was a dependable worker.

Charlie worked for a company that built roads. One day a new man was hired. His name was Brent. He didn't like Charlie. He teased him for being slow. He called him "Turtle Man."

The foreman liked Charlie because he was dependable He never missed a day of work. He told Brent that he missed too much work. The foreman told Brent to leave Charlie alone. He also said that if Brent missed another day of work this month he didn't need to come back.

41)

Math Activity #27

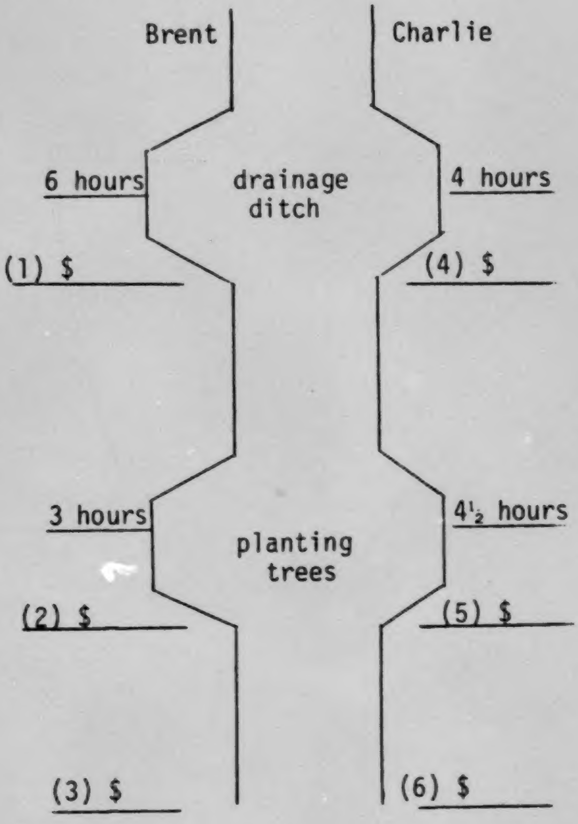
Vocabulary: **bid, drainage, seedlings, dependable**

This activity will give you practice with addition and multiplication.

(Show all of your work in the space provided.)

Charlie and Brent get $8.50 per hour for their work. If it takes Charlie an hour to dig up a fence post, that would mean that it costs the company $8.50 to get that fence post out. The company must bid for jobs. It sends a paper with the price it'll charge for a job. The city picks the company with the lowest bid to get the job. The company needs workers who get things done quickly and without mistakes.

As you do each question, #1 through #6, put your answer in the space provided on the chart.)



1. It took Brent 2 hours to dig a drainage ditch. But he put it in the wrong place. It took him 2 hours to fill it in and 2 more hours to dig it in the right place. How much did it cost the company?

Name________________________________

Math Activity #27 continued

2. Later, Brent was planting trees with Charlie. They both got the same number of seedlings to plant. It took Brent 3 hours to plant his. How much did Brent's planting the trees cost the company?

3. How much did it cost the company to have Brent do both of these jobs?

4. Charlie works more slowly but is always right. His boss says he's dependable. He took 4 hours to dig the drainage ditch. How much did this cost the company?

5. Charlie took a long time with planting his trees. It took him 4½ hours. How much did the company pay Charlie?

6. How much did it cost the company to have Charlie do both of these jobs?

______________________________ Name

Values clarification Skills

Math Activity #27—Answers

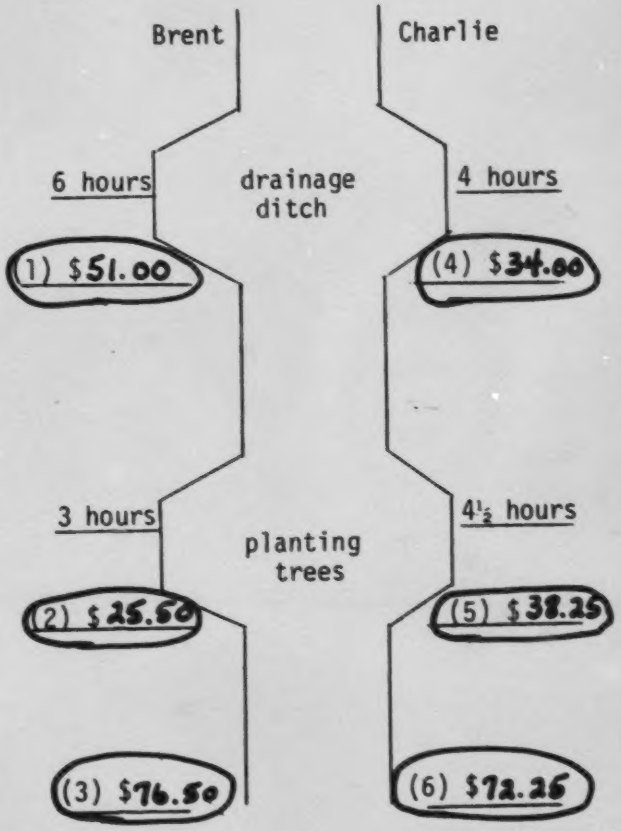
Vocabulary: **bid, drainage, seedlings, dependable**

This activity will give you practice with addition and multiplication.

(Show all of your work in the space provided.)

Charlie and Brent get $8.50 per hour for their work. If it takes Charlie an hour to dig up a fence post, that would mean that it costs the company $8.50 to get that fence post out. The company must bid for jobs. It sends a paper with the price it'll charge for a job. The city picks the company with the lowest bid to get the job. The company needs workers who get things done quickly and without mistakes.

(As you do each question, #1 through #6, put your answer in the space provided on the chart.)



1. It took Brent 2 hours to dig a drainage ditch. But he put it in the wrong place. It took him 2 hours to fill it in and 2 more hours to dig it in the right place. How much did it cost the company?

$$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \text{ hours} \end{array} \qquad \begin{array}{r} \$8.50 \\ \times 6 \\ \hline \boxed{\$51.00} \end{array}$$

Math Activity #27—Answers continued

2. Later, Brent was planting trees with Charlie. They both got the same number of seedlings to plant. It took Brent 3 hours to plant his. How much did Brent's planting the trees cost the company?

$$\begin{array}{r} \$8.50 \\ \times\ 3 \\ \hline \boxed{\$25.50} \end{array}$$

3. How much did it cost the company to have Brent do both of these jobs?

$$\begin{array}{rl} \$51.00 & \text{ditches} \\ +\ 25.50 & \text{trees} \\ \hline \boxed{\$76.50} & \text{total} \end{array}$$

4. Charlie works more slowly but is always right. His boss says he's dependable. He took 4 hours to dig the drainage ditch. How much did this cost the company?

$$\begin{array}{r} \$8.50 \\ \times\ 4 \\ \hline \boxed{\$34.00} \end{array}$$

5. Charlie took a long time with planting his trees. It took him 4½ hours. How much did the company pay Charlie?

$$\begin{array}{r} \$8.50 \\ \times\ 4\tfrac{1}{2} \\ \hline \boxed{\$38.25} \end{array}$$

6. How much did it cost the company to have Charlie do both of these jobs?

$$\begin{array}{rl} \$34.00 & \text{ditches} \\ +\ 38.25 & \text{trees} \\ \hline \$72.25 & \text{total} \end{array}$$

VCS4 LESSON: ACCEPTING CRITICISM

Values clarification
Skills

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Differentiate between negative and constructive criticism.
2. Describe the importance of properly accepting criticism.

RESOURCES:

Required:
1. Chalkboard, chalk
2. Employability Activity #28: ACCEPTING CRITICISM—SITUATIONS
3. Dictionary

Optional:
1. Administrator
2. Counselor or another teacher

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Teacher role playing

CONTENT OUTLINE:

I. Introduction:
   A. In our interactions with other people there are always times when we make suggestions (constructive criticism).
   B. How does criticism differ from suggestions, or are they the same? What part does tact play in criticism?

II. Definition of criticism

III. Different types of criticism:
   A. Negative. Example: "That's a terrible job." (See Employability Activity #28: ACCEPTING CRITICISM—SITUATIONS.)
   B. Constructive. Example: "That job is well done. You might have found it easier if. . ."

IV. Influence of criticism:
Explain how your reaction to criticism allows your friends to make good or bad judgments about you.

LEARNING ACTIVITIES:

Have students:
1. Brainstorm to develop a definition of criticism.
2. Give examples of right and wrong reactions to each type of criticism.
3. Complete Employability Activity #28: ACCEPTING CRITICISM—SITUATIONS.
4. Evaluate teacher role play telling how a different type of approach would alter the result.
5. Discuss comments on the reaction of role playing.

EVALUATION:

1. The student will explain the importance of extending and accepting criticism by example.
2. The student will properly write two statements for each positive, negative, and constructive criticism. (The situation could be provided by the teacher or by students.)

Values clarification Skills

Employability Activity #28

ACCEPTING CRITICISM—SITUATIONS

Think about each of the following situations. Write your answers on the lines.

I. Your boss says to you, "You've been doing a good job since you started, but I think there's room for improvement. I think you need to learn to use the machines more efficiently. Then you could get more work done each day."

Think about this for a minute. Is the boss being fair? Are the comments constructive?

Now write two different answers. Make answer #1 show that you know how to accept criticism.

Make answer #2 show that you have not yet learned how to accept criticism.

Name

Employability Activity #28 continued

II. Your boss is forgetful. Lots of times he tells you to do something, then later he will change his mind. Sometimes he completely forgets what he asked you to do. About a week ago he asked you to put his file drawers in order. He said they were so messy he could never find what he wanted. You worked very hard to clean up the drawers. A few days you even stayed after work for a while to get the job done by Friday.

Monday morning the boss came in to get something from one of the file drawers. He couldn't find it. Then he said you had messed up his drawers and now he couldn't find anything.

Think about this for a minute. Who is right? Who is wrong?

Now write two different answers. Make answer #1 show that you know how to respond to this type of criticism.

Make answer #2 show that you do not know how to respond to this type of criticism.

Name

Values clarification Skills

Reading Activity #28

Vocabulary: **algebra, science, designing, guidance counselor, abilities, window dresser, displays, manikins, artistic temper, criticizing**

LEARNING TO TAKE IT

When I got the job at Wagman's I could tell Mrs. Van Allen wouldn't be easy to work for. But the job was just what I wanted.

I never did very well in school except in one thing—art. I almost flunked algebra. And I steered clear of as many science courses as I could. But I loved art. Ever since I could remember people had been making a fuss over the things I drew or made. When I was little I mostly drew pictures and painted. But when I got older, I got interested in designing things, like clothes or the insides of houses. I've won many awards for the things I've designed.

My guidance counselor suggested that I try to get a job that would use my talents. She thought that if I could prove my abilities on a job and take some night classes, maybe I could get into a school of design.

That's why the job at Wagman's was so perfect. I was hired as a window dresser. That means I decide how to set up the displays that go in the store's windows. Wagman's is the biggest department store in the city. It has a whole block of windows to be dressed.

Some people think that window dressing just means dressing up dummies and sticking them in windows. But there's a lot more to it than that. Everything has to be just right. Mrs. Van Allen is very fussy. But she really seemed to like the work I did.

That's why I was so excited last Friday. Mrs. Van Allen asked me if I would like to design one of the spring display windows. She would give me the basic plan, but I could design the whole window by myself.

It was so exciting! All week long I worked nights at home. I drew all sorts of different displays. I wanted mine to be really different.

Finally, yesterday, I put up my display. It was a disco scene. I used silver manikins and lots of bright colors. It was really flashy. Mrs. Van Allen came by, and she stopped and stared. She looked at everything very carefully, and she didn't say anything for a long time. Then she looked at me and said, "Anna, I thought your window was to display the spring fashions from the ladies' department."

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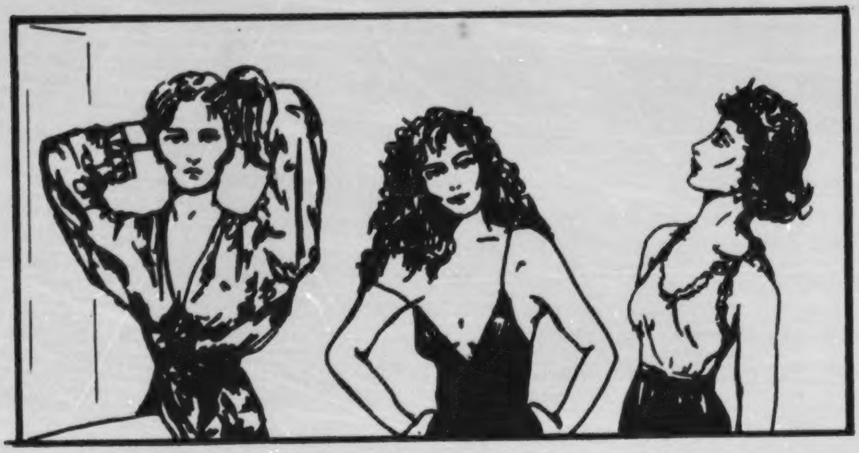
______________________________Name

Reading Activity #28 continued

"Well," I said. "They didn't quite fit my design. So I chose these from the junior department instead."

"But, my dear!" she cried. "You don't pick clothes to fit the design. You make a design that will display the clothes in the best way! The clothes you were to use were spring dresses for older women. A disco scene is not quite what I had planned on. It's a very attractive display that you've made. But you're going to have to change it."



I stared at her for a minute. Then my artistic temper got the better of me. "If you want it changed, you change it! I quit!" And I ran out of the display window and out of the store.

It wasn't until I got home that I thought about what I'd done. Wagman's was the best place in the city to work. There wouldn't be another job like it. Without that experience I wouldn't get into design school. What a fool I'd been! But Mrs. Van Allen had hurt my feelings. I wasn't used to people criticizing my art work.

The next day I was really nervous. But I went into Wagman's early and went straight to Mrs. Van Allen's office. She seemed surprised to see me. "Anna, come in. Have a seat."

It was quiet for a minute. Then I said, "I'm sorry I lost my temper last night. I don't really want to quit."

"Yes, that's what I thought. I'm sorry I had to tell you to change your display. But it really isn't the right kind of display. I'm having two of the others change it right now."

Name________________________________

Reading Activity #28 continued

I didn't say anything. Then she said, "If you're going to stay on here working for me, there's one thing you must understand. I'm going to help you become a better designer. I've been working on displays for many years and I know more about it than you do. If I never told you when I thought you were wrong, you'd never learn anything. You must try not to let your feelings get hurt so easily."

I nodded my head. "Very well, then," she said. "Why don't you go help the others change that window and I'll see you later."

What a relief that was. I still had my job. And I knew Mrs. Van Allen hadn't been trying to hurt my feelings. She was just trying to make me a better designer.

______________________________ Name

Reading Activity #28 continued

How well did you read? Complete the following sentences.

1. Anna was glad to get the job at Wagman's because
   a. __________ she would make a lot of money.
   b. __________ she would be learning about design.
   c. __________ she wanted to work near her home.

2. For her job as a window dresser, Anna had to
   a. __________ dress up dummies.
   b. __________ set up displays in windows.
   c. __________ clean windows.

Fill in the blanks to complete the paragraphs below.

Anna never did very well in school. The only __________ she was good at __________ art. She had won __________ awards for the __________ she had designed. But __________ couldn't go to college __________ her grades were so __________.

Instead, she got a __________ at Wagman's, the biggest __________ in the city. She __________ a job as a __________ dresser. She worked setting __________ the displays in the store's __________.

Anna's boss was Mrs. __________. She was in charge __________ designing the displays for __________ the windows. Finally, she __________ Anna to design a __________ display window. Anna was __________ excited. She worked all __________ drawing pictures of how __________ display would look. It __________ going to be a __________ scene.

When Mrs. Van Allen __________ Anna's window she was __________ surprised. She told Anna __________ would have to change __________ display. Anna lost her __________ and ran out of __________ store.

When she got __________ she thought about what __________ had done. She didn't __________ to quit her job. __________ next day she went __________ to see Mrs. Van Allen __________ said she was sorry. Mrs. Van Allen told her she must not let her feelings get hurt so easily.

Name________________________________

Values clarification Skills

Reading Activity #28—Answers

How well did you read? Complete the following sentences.

1. Anna was glad to get the job at Wagman's because
   - a. ________ she would make a lot of money.
   - b. ✓ she would be learning about design.
   - c. ________ she wanted to work near her home.

2. For her job as a window dresser, Anna had to
   - a. ________ dress up dummies.
   - b. ✓ set up displays in windows.
   - c. ________ clean windows.

Fill in the blanks to complete the paragraphs below.

Anna never did very well in school. The only thing she was good at was art. She had won many awards for the things she had designed. But she couldn't go to college because her grades were so bad.

Instead, she got a job at Wagman's, the biggest store in the city. She had a job as a window dresser. She worked setting up the displays in the store's windows.

Anna's boss was Mrs. Van Allen. She was in charge of designing the displays for all the windows. Finally, she asked Anna to design a spring display window. Anna was very excited. She worked all night drawing pictures of how the display would look. It was going to be a disco scene.

When Mrs. Van Allen saw Anna's window she was very surprised. She told Anna she would have to change the display. Anna lost her temper and ran out of the store.

When she got home she thought about what she had done. She didn't want to quit her job. The next day she went back to see Mrs. Van Allen and said she was sorry. Mrs. Van Allen told her she must not let her feelings get hurt so easily.

Values clarification Skills

Math Activity #28

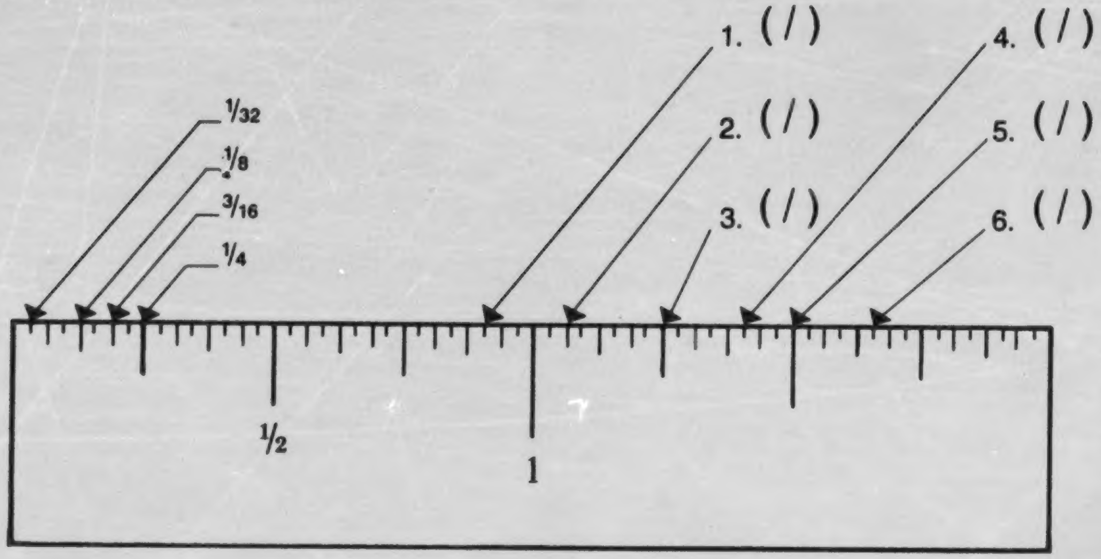
Vocabulary: **ruler, fraction, length, regulations, denominator**

This activity will give you practice with reading a ruler. It will also give you practice in adding and subtracting fractions.

(Show all of your work in the space provided.)

Anna's boss said she needed to learn to measure more accurately if she was going to make better window displays. She gave Anna pictures of rulers to practice on.

1. Study the ruler shown below. Use the fractions shown on the left to help you fill in 1 through 6 on the right.

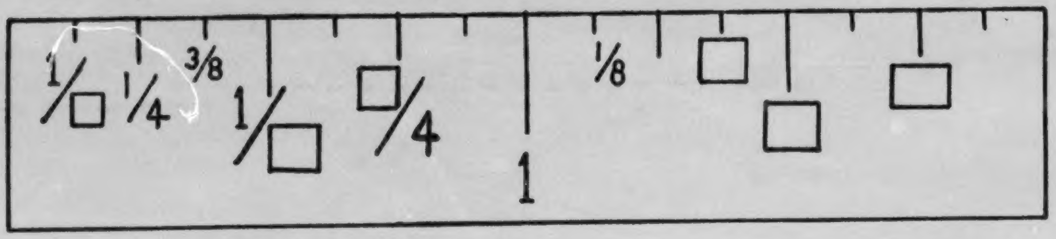


Scale: three times actual size.

Name______________________________

Math Activity #28 continued

2. Look at the ruler shown below. The smallest fraction shown on this ruler is $\frac{1}{8}$. Fill in each box on the ruler with the correct number.



Scale: three times actual size.

3. Anna had to measure hem length on two dresses. One was $3\frac{1}{2}$ inches long. The other was $2\frac{1}{8}$ inches long. How long were the two hems all together?

The words *all together* are telling you to add.

Step 1 Set up the problem	$3^1/_2$ $+2^1/_8$
Step 2 Find a common denominator	$3^1/_2 = 3^4/_8$ $+2^1/_8 = 2^1/_8$
Step 3 Add	
Step 4 Reduce if necessary	$5^5/_8$
Step 5 Label your answer	$5^5/_8$

4. Ron needed two pieces of metal piping for a project. He needed one piece $4^1/_5$ inches long and another piece $6^2/_3$ inches long. How long a piece does he need all together? Use the steps shown above.

______________________________Name

Math Activity #28 continued

5. Anna was using gold ribbon to decorate a window display. She cut pieces $10\frac{3}{4}$ inches long, $12\frac{1}{8}$ inches long, and $7\frac{1}{3}$ inches long. How much ribbon did she cut?

6. Harold's hair hung $1\frac{5}{6}$ inches below his collar. For safety reasons his boss told him to have it cut $1\frac{1}{3}$ inches. How far below his collar did it hang after it was cut?

Name ______________________________

Math Activity #28—Answers

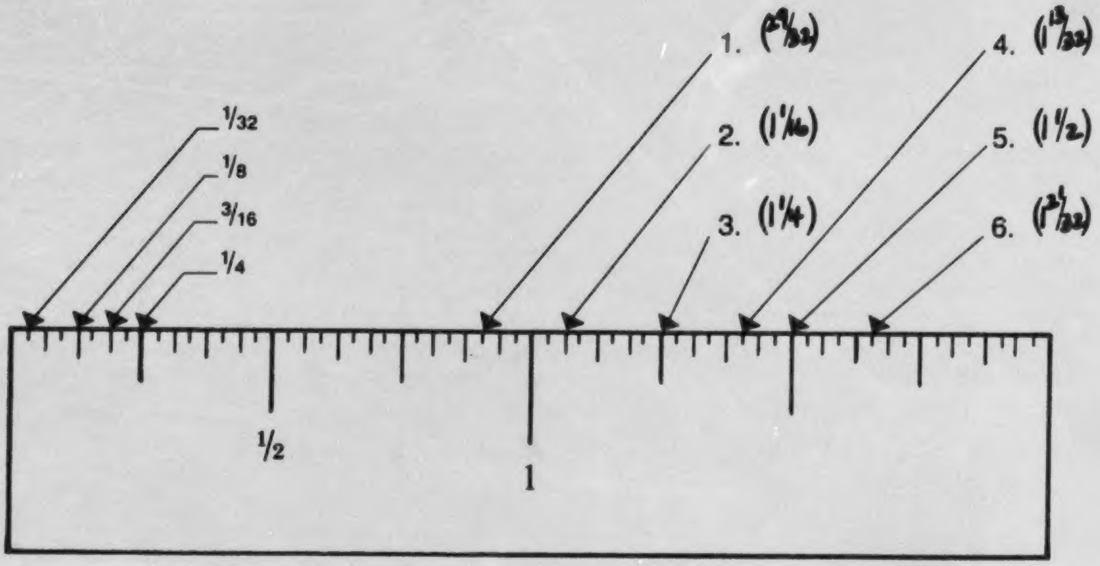
Vocabulary: **ruler, fraction, length, regulations, denominator**

This activity will give you practice with reading a ruler. It will also give you practice in adding and subtracting fractions.

(Show all of your work in the space provided.)

Anna's boss said she needed to learn to measure more accurately if she was going to make better window displays. She gave Anna pictures of rulers to practice on.

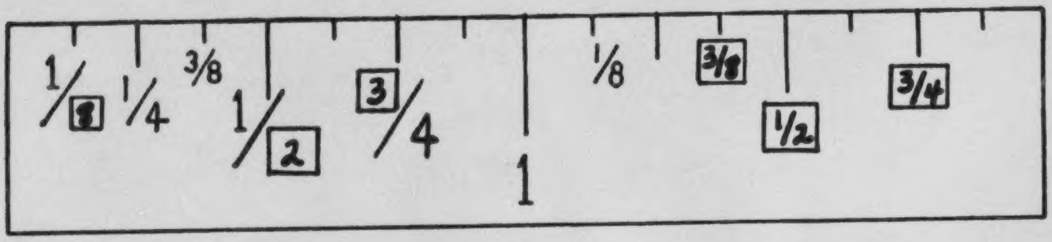
1. Study the ruler shown below. Use the fractions shown on the left to help you fill in 1 through 6 on the right.



Scale: three times actual size.

Math Activity #28—Answers continued

2. Look at the ruler shown below. The smallest fraction shown on this ruler is $\frac{1}{8}$. Fill in each box on the ruler with the correct number.



Scale: three times actual size.

3. Anna had to measure hem length on two dresses. One was $3\frac{1}{2}$ inches long. The other was $2\frac{1}{8}$ inches long. How long were the two hems all together?

The words *all together* are telling you to add.

Step 1 Set up the problem $\quad 3\frac{1}{2}$ $\; +2\frac{1}{8}$

Step 2 Find a common denominator $\quad 3\frac{1}{2} = 3\frac{4}{8}$ $\; +2\frac{1}{8} = 2\frac{1}{8}$ $\; 5\frac{5}{8}$

Step 3 Add

Step 4 Reduce if necessary $\quad 5\frac{5}{8}$

Step 5 Label your answer $\quad 5\frac{5}{8}$ inches

4. Ron needed two pieces of metal piping for a project. He needed one piece $4\frac{1}{5}$ inches long and another piece $6\frac{2}{3}$ inches long. How long a piece does he need all together? Use the steps shown above.

$$\begin{array}{rl} 4\frac{1}{5} & = 4\frac{3}{15} \\ +6\frac{2}{3} & = 6\frac{10}{15} \\ \hline & \boxed{10\frac{13}{15} \text{ inches}} \end{array}$$

Math Activity #28—Answers continued

5. Anna was using gold ribbon to decorate a window display. She cut pieces $10\frac{3}{4}$ inches long, $12\frac{1}{8}$ inches long, and $7\frac{1}{3}$ inches long. How much ribbon did she cut?

$$\begin{array}{rcr} 10\frac{3}{4} & = & 10\frac{18}{24} \\ 12\frac{1}{8} & = & 12\frac{3}{24} \\ +\ 7\frac{1}{3} & = & 7\frac{8}{24} \\ \hline & & 29\frac{29}{24} \end{array} = \boxed{30\frac{5}{24}\text{ inches}}$$

6. Harold's hair hung $1\frac{5}{6}$ inches below his collar. For safety reasons his boss told him to have it cut $1\frac{1}{3}$ inches. How far below his collar did it hang after it was cut?

$$\begin{array}{rcr} 1\frac{5}{6} & = & 1\frac{5}{6} \\ -\ 1\frac{1}{3} & = & 1\frac{2}{6} \\ \hline & & \frac{3}{6} \end{array} = \boxed{\frac{1}{2}\text{ inch}}$$

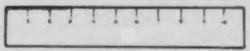
Values clarification Skills

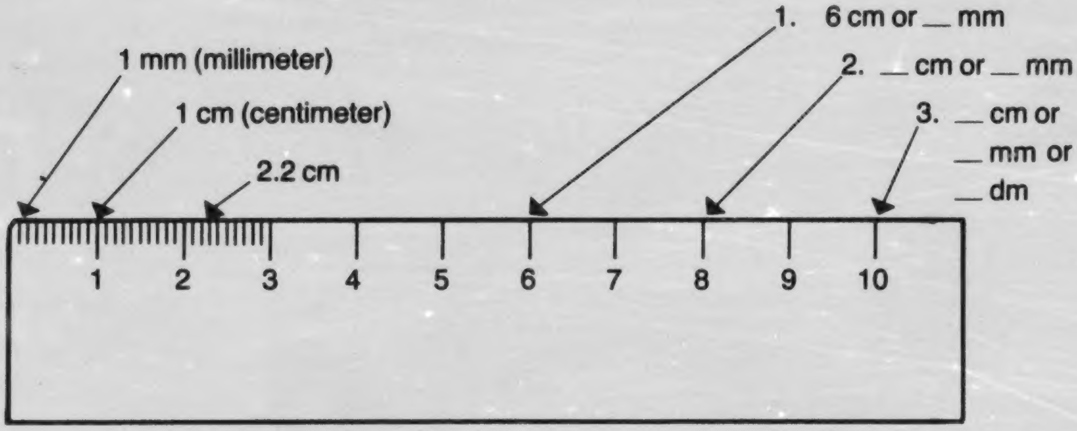
Math Activity #28—Metric

Vocabulary: **ruler, fraction, length, regulations, denominator, centimeter (cm), millimeter (mm), meter (m), decimeter (dm)**

This activity will give you practice with addition and using metrics.

(Show all of your work in the space provided.)

1. Look at  . The smallest division shown on the ruler below is a millimeter (mm). Fill in the blanks with the correct numbers.


1. 6 cm or __ mm
1 mm (millimeter)
2. __ cm or __ mm
1 cm (centimeter)
3. __ cm or
__ mm or
__ dm
2.2 cm
1
2
3
4
5
6
7
8
9
10

1 m (meter) = 10 dm (decimeters) = 100 cm = 1,000 mm

Values clarification Skills

Math Activity #28—Metric continued

2. Anna had to measure the hem length on two dresses. One was 7 cm long. The other was 9 cm long.

   a. How long were the two hems all together?

   b. How many millimeters does this equal?

   c. How many decimeters does this equal?

3. Anna was using gold ribbon to decorate a window display. She cut pieces of these lengths: 42.8 cm, 59.4 cm, and 22.7 cm.

   a. How much ribbon did she cut?

   b. What does this equal in millimeters?

________________________ Name

Math Activity #28—Metric continued

4. Anna measured the window she was using for a display. It was 6 m long and 4 m wide. Show each of these measurements in decimeters, centimeters, and millimeters.

6 m = ________ dm = ________ cm = ________ mm

4 m = ________ dm = ________ cm = ________ mm

5. Ron needed two pieces of metal piping for a project. He needed one piece 38.3 cm long and another 17.8 cm long.

   a. What is the total length he needs in centimeters?

   b. What is the total length he needs in millimeters?

6. Harold's hair hung 4.1 cm below his collar. For safety reasons his boss told him to have it cut 3.7 cm. How far below his collar does Harold's hair hang now? Show your answer in centimeters and millimeters.

Name________________________________

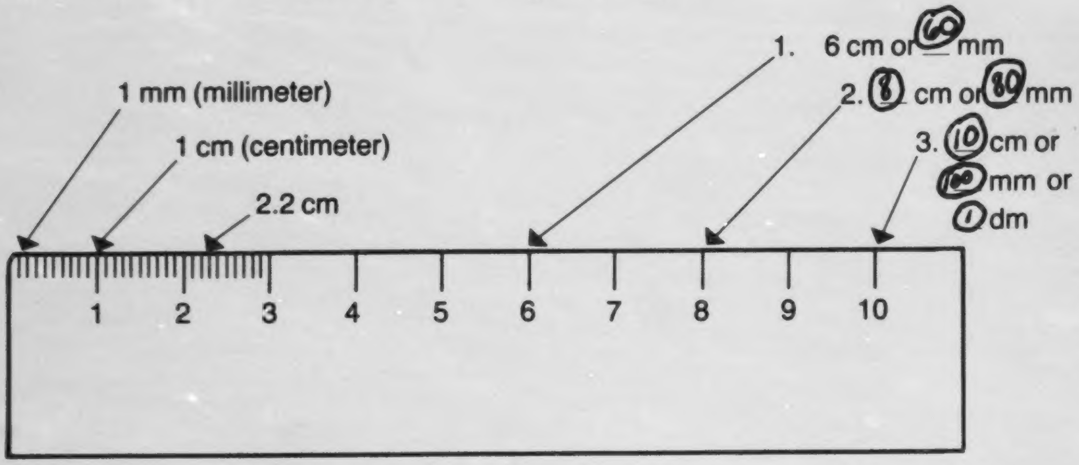
Math Activity #28—Metric Answers

Vocabulary: **ruler, fraction, length, regulations, denominator, centimeter (cm), millimeter (mm), meter (m), decimeter (dm)**

This activity will give you practice with addition and using metrics.

(Show all of your work in the space provided.)

1. Look at . The smallest division shown on the ruler below is a millimeter (mm). Fill in the blanks with the correct numbers.



1. 6 cm or 60 mm
2. 8 cm or 80 mm
3. 10 cm or 100 mm or 1 dm

1 m (meter) = 10 dm (decimeters) = 100 cm = 1,000 mm

Math Activity #28—Metric Answers continued

2. Anna had to measure the hem length on two dresses. One was 7 cm long. The other was 9 cm long.

   a. How long were the two hems all together?

   $7 + 9 = \boxed{16\text{ cm}}$

   b. How many millimeters does this equal?

   $10\text{ mm} \times 16\text{ cm} = \boxed{160\text{ mm}}$

   c. How many decimeters does this equal?

   $.1\text{ dm} \times 16 = \boxed{1.6\text{ dm}}$

3. Anna was using gold ribbon to decorate a window display. She cut pieces of these lengths: 42.8 cm, 59.4 cm, and 22.7 cm.

   a. How much ribbon did she cut?

   $42.8 + 59.4 + 22.7 = \boxed{124.9\text{ cm}}$

   b. What does this equal in millimeters?

   $10\text{ mm} \times 124.9\text{ cm} = \boxed{1249\text{ mm}}$

Math Activity #28—Metric Answers continued

4. Anna measured the window she was using for a display. It was 6 m long and 4 m wide. Show each of these measurements in decimeters, centimeters, and millimeters.

6 m = 60 dm = 600 cm = 6000 mm

4 m = 40 dm = 400 cm = 4000 mm

5. Ron needed two pieces of metal piping for a project. He needed one piece 38.3 cm long and another 17.8 cm long.

   a. What is the total length he needs in centimeters?

   38.3 cm + 17.8 cm = 56.1 cm

   b. What is the total length he needs in millimeters?

   10 mm x 56.1 cm = 561 mm

6. Harold's hair hung 4.1 cm below his collar. For safety reasons his boss told him to have it cut 3.7 cm. How far below his collar does Harold's hair hang now? Show your answer in centimeters and millimeters.

4.1 cm
− 3.7 cm
0.4 cm

.4 cm
x10 mm
4 mm

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain the importance of accepting rejection and give three examples.

RESOURCES:

Required: 1. Employability Activity #29: ROLE PLAYING

TEACHER DELIVERY SYSTEM:

1. Role play
2. Discussion

CONTENT OUTLINE:

I. Introduction:
Often we ask people to do something we really would like them to do and they say no. How do we accept this reaction and why is it important not to let it get us down?
   A. Ask students about personal rejection they have experienced (e.g., your best friend getting mad at you or a boy/girl won't go out with you).
   B. Define rejection—give examples (e.g., by strangers, neighbors, employers, or because of disadvantages you may have). (Start by teacher giving example of one of his/her rejections.)

II. Role playing of rejection situations:
Divide students into small groups and let them role play rejection situations. Use Employability Activity #29: ROLE PLAYING.

III. Summarize by bringing students back together and discussing results of role playing.

LEARNING ACTIVITIES:

1. Small group role play
2. Discuss results of role play

EVALUATION:

1. Students will be able to give three examples or situations of rejection.
2. Students will be able to list three ways of accepting rejection.

Values clarification Skills

Employability Activity #29

ROLE PLAYING

Situation 1:

You and your friend apply for the same job. Your friend gets the job and you do not. What do you say to your friend?

Cast: 2 friends

Situation 2:

You and your best friend are supposed to go swimming on Saturday. Friday afternoon someone invites your best friend to play tennis on Saturday. Your friend chooses not to go swimming with you. What do you say to your friend?

Cast: 2 friends

Situation 3:

You try out for a place on the school's track team, but the coach says you are not quite good enough. How do you act? What do you say?

Cast: 1 coach, 1 prospective team member

QUESTION: How would you react?

______________________________Name

Reading Activity #29

Vocabulary: **cheerleader, squad, invited, clipboard, surrounded, rejected**

TURN DOWN DAY

I was hurrying down the hall from the gym when I saw Sam. "Hey Michelle, where's the fire?" Sam grinned at me as he slowly wrung out the big mop. He looked at me over his shoulder as he started to clean another part of the floor.

"Oh, hi, Sam! How've you been?" I was careful to walk around the patch of wet floor. That was how I met Sam. I walked straight across a floor he had just cleaned. He started yelling. I must have looked really scared because he started to laugh. We'd been friends ever since.

"Guess what, Sam! I made first cuts of the cheerleader tryouts!"

Sam kept right on with his work. "Is that a fact?" he said.

"Yeah," I said. "Second cuts are tomorrow. If I make those I'll be on the junior varsity squad. And next year I'll have a chance to be on the senior squad!" I wanted to be a cheerleader so much I could hardly stand it. It seemed like tomorrow would never come.

"This is really important, huh?" Sam asked. "Being a cheerleader and all that?"

"Oh yes!" I said, breathless. "We go to all the games. We get to ride on the buses with the teams. And once you're a cheerleader you're in with all those kids."

Sam laughed, but not as if he thought something was funny. "In, huh? What does it mean to be 'in'?"

"It means everything," I said, leaning against the wall. "It means I'll be invited to all their parties. It means maybe I'll get a date with a football player. Already some of the cheerleaders are starting to be friends with me."

Sam went right on mopping. "Well, good luck, Michelle."

"Thanks, Sam!" I said as I ran on down the hall.

The next day in the gym there was a hush as Ms. Barker, the cheerleading coach, looked at her clipboard. "Ann, Karen, Mindy, Liz, and Betsy please stay. The rest of you may leave. Thank you for trying out. We're sorry we can't use everybody."

Name______________________________

Reading Activity #29 continued

The five girls who had been picked were surrounded by all the cheerleaders. They were all jumping around and hugging each other. None of the cheerleaders came over to me to say they were sorry I didn't make it. They had forgotten all about me.

I slowly gathered up my stuff and started down the hall. I had never felt this bad in my life. I wanted to be a cheerleader so much. I was sure I was just as good as any of the girls that had been picked. It wasn't fair!

"Hey, Michelle, what's up?"

I looked up and saw Sam. He was getting ready to go home for the night. "Hi, Sam," I said, not even trying to sound cheerful.

"Have a bad day?" he asked.

I nodded. "The worst day of my life. I didn't make the cheerleading squad. And none of them even said they were sorry I didn't make it. They acted so friendly yesterday. Now, I won't get to go to any of their parties!"

Sam was quiet for a long minute. Then he said, "Well, I guess this proves it!"

"Proves what?" I asked.

"That you're human. Can't think of anybody who likes being rejected. It hurts inside, doesn't it?"

I nodded.

"Not making the cheerleaders, that's the easy part. So you didn't make it. Think of all the poor girls that didn't make first cuts! Maybe you'll get a chance for next year."

"Yeah, maybe," I said. "But I'll miss out on all the parties and everything this year."

"Do you mean to tell me the only kids in this school are the cheerleaders and the football players?"

"Well, no, but . . ."

"But nothing!" Sam said. "Don't be so silly, girl! There are plenty of nice kids in this school. And you know lots of them. It doesn't sound like those cheerleaders would make very good friends."

Maybe Sam was right. I did have a lot of good friends who weren't cheerleaders.

"Now I'm going home and get some supper. You better do the same. And instead of thinking all night about what you can't have, think about all things you've already got. You'll feel better tomorrow. See if you don't!"

417 ____________________ Name

Reading Activity #29 continued

How well did you read? Complete the following sentences.

1. Michelle wanted to make the cheerleading squad because
   a. __________ she needed the exercise.
   b. __________ she wanted to be "in."
   c. __________ she enjoyed sports.

2. Sam told Michelle to
   a. __________ stop feeling sorry for herself.
   b. __________ ask Ms. Barker if she could have another chance.
   c. __________ not go to any parties.

Draw a line to match each word in *A* with a word in *B* that has the same meaning.

A	*B*
squad	turn down
reject	oldest
senior	team

Fill in the blanks to complete the paragraphs below.

Michelle had made first __________ of the cheerleader tryouts. __________ was very excited. She __________ to be a cheerleader __________ much. If she was __________ cheerleader she would be __________ with all of the __________ and football players. She __________ get to ride on __________ buses with the teams. __________ would be invited to __________ their parties.

Michelle told __________ friend Sam about being __________ cheerleader. Sam didn't seem __________ understand about being "in." __________ asked if being in __________ really important.

__________didn't make the cheerleading __________. None of the cheerleaders __________ over to say they __________ sorry. They all stood __________ the five girls who __________ the squad.

Michelle met __________ as he was getting __________ to go home. She __________ him she didn't make __________ squad. He told her __________ start thinking about all __________ things she already had. __________ said there were plenty __________ nice kids in school __________ weren't cheerleaders or football __________.

Name______________________________

Values clarification Skills

Reading Activity #29—Answers

How well did you read? Complete the following sentences.

1. Michelle wanted to make the cheerleading squad because
   a. ______ she needed the exercise.
   b. ✓ she wanted to be "in."
   c. ______ she enjoyed sports.

2. Sam told Michelle to
   a. ✓ stop feeling sorry for herself.
   b. ______ ask Ms. Barker if she could have another chance.
   c. ______ not go to any parties.

Draw a line to match each word in *A* with a word in *B* that has the same meaning.

A	*B*
squad	turn down
reject	oldest
senior	team

squad — team
reject — turn down
senior — oldest

Fill in the blanks to complete the paragraphs below.

Michelle had made first cuts of the cheerleader tryouts. She was very excited. She wanted to be a cheerleader so much. If she was a cheerleader she would be in with all of the kids and football players. She would get to ride on the buses with the teams. She would be invited to all their parties.

Michelle told her friend Sam about being a cheerleader. Sam didn't seem to understand about being "in." He asked if being in was really important.

Michelle didn't make the cheerleading squad. None of the cheerleaders went over to say they were sorry. They all stood around the five girls who made the squad.

Michelle met Sam as he was getting ready to go home. She told him she didn't make the squad. He told her to start thinking about all the things she already had. He said there were plenty of nice kids in school who weren't cheerleaders or football players.

Math Activity #29

Vocabulary: **punch, guests, ounces, quart, ingredients**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

After being rejected by the cheerleading squad, Michelle decides to have a party for some of her friends. As she makes up her lists and does the shopping, she realizes she has more friends than she thought she had.

1. Michelle invites 12 people to her party. She decides to make punch. She wants to have three glasses of punch for each of her guests.
   a. How many glasses of punch does she need to make?
   b. Each glass is 7 ounces. How many ounces of punch does she need to make?
   c. There are 32 ounces per quart. To the nearest quart, how much punch will she make?

Name____

Math Activity #29 continued

2. Michelle goes to the store to buy soda for her punch. One brand is 99¢ for 34 ounces. Another brand is 95¢ for 32 ounces. Which is cheaper, the first one or the second one?

3. Michelle wants to bake brownies for her party. Her recipe makes eight large brownies, but she has invited 12 people. She must double the recipe. Below are the ingredients in the recipe and the quantities for one batch. How much of each is needed for a double batch?

   a) 1 egg
   b) 1½ cups milk
   c) 2 cups sugar
   d) ¼ pound chocolate
   e) ¼ cup chopped nuts
   f) ½ teaspoon salt
   g) 1 tablespoon shortening
   h) ⅔ cup flour

4. Michelle has invited 12 people to her party, 6 guys and 6 girls. The guys eat twice as much as the girls do. If the girls eat 1½ dozen cookies, how many do the guys eat? How many cookies is that for each guy?

____________________________Name

Math Activity #29—Answers

Vocabulary: **punch, guests, ounces, quart, ingredients**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

After being rejected by the cheerleading squad, Michelle decides to have a party for some of her friends. As she makes up her lists and does the shopping, she realizes she has more friends than she thought she had.

1. Michelle invites 12 people to her party. She decides to make punch. She wants to have three glasses of punch for each of her guests.

   a. How many glasses of punch does she need to make?

   12 people
   x3 glasses each
   $\boxed{\text{36 glasses}}$

   b. Each glass is 7 ounces. How many ounces of punch does she need to make?

   36 glasses
   X 7 oz. each
   $\boxed{\text{252 oz.}}$

   c. There are 32 ounces per quart. To the nearest quart, how much punch will she make?

   $32 \overline{)252 \text{ oz.}}$ = 7.875 rounded off = $\boxed{\text{8 quarts}}$

Values clarification Skills

Math Activity #29—Answers continued

2. Michelle goes to the store to buy soda for her punch. One brand is 99¢ for 34 ounces. Another brand is 95¢ for 32 ounces. Which is cheaper, the first one or the second one?

first

$.0291 per oz.
34) $.99

$.0296 per oz.
32) $.95

3. Michelle wants to bake brownies for her party. Her recipe makes eight large brownies, but she has invited 12 people. She must double the recipe. Below are the ingredients in the recipe and the quantities for one batch. How much of each is needed for a double batch?

a) 1 egg
b) 1½ cups milk
c) 2 cups sugar
d) ¼ pound chocolate
e) ¼ cup chopped nuts
f) ½ teaspoon salt
g) 1 tablespoon shortening
h) ⅔ cup flour

a. 1 + 1 = 2 eggs

b. 1½ + 1½ = 3 cups milk

c. 2 + 2 = 4 cups sugar

d. ¼ + ¼ = ½ lb. chocolate

e. ¼ + ¼ = ½ cup nuts

f. ½ + ½ = 1 tsp. salt

g. 1 + 1 = 2 tbls. shortening

h. ⅔ + ⅔ = 1⅓ cups flour

4. Michelle has invited 12 people to her party, 6 guys and 6 girls. The guys eat twice as much as the girls do. If the girls eat 1½ dozen cookies, how many do the guys eat? How many cookies is that for each guy?

1½ + 1½ = 3 doz. cookies for the guys

12 cookies
× 3 doz.
36 cookies

6 cookies per guy
6) 36

Values clarification Skills

Math Activity #29—Metric

Vocabulary: **punch, guests, liter (l), ingredients**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

After being rejected by the cheerleading squad, Michelle decides to have a party for some of her friends. As she makes up her lists and does the shopping, she realizes she has more friends than she thought she had.

1. Michelle invites 12 people to her party. She decides to make punch. She wants to have three glasses of punch for each of her guests.
   a. How many glasses of punch does she need to make?

   b. Each glass is .21 liter. How many liters of punch does she need to make?

2. Michelle goes to the store to buy soda for her punch. One brand is 99¢ for a 1-liter bottle. Another brand is 95¢ for a 0.95-liter bottle. Which is cheaper, the first one or the second one?

Name______________________________

Math Activity #29—Metric continued

3. Michelle wants to bake brownies for her party. Her recipe makes eight large brownies, but she has invited 12 people. She must double the recipe. Below are the ingredients in the recipe and the quantities for one batch. How much of each is needed for a double batch?

   a) 1 egg
   b) 1½ cups milk
   c) 2 cups sugar
   d) .12 kg chocolate
   e) ¼ cup chopped nuts
   f) ½ teaspoon salt
   g) 1 tablespoon shortening
   h) ⅔ cup flour

4. Michelle has invited 12 people to her party, 6 guys and 6 girls. The guys eat twice as much as the girls do. If the girls eat 1½ dozen cookies, how many do the guys eat? How many cookies is that for each guy?

__________________________________Name

Values clarification Skills

Math Activity #29—Metric Answers

Vocabulary: **punch, guests, liter (l), ingredients**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

After being rejected by the cheerleading squad, Michelle decides to have a party for some of her friends. As she makes up her lists and does the shopping, she realizes she has more friends than she thought she had.

1. Michelle invites 12 people to her party. She decides to make punch. She wants to have three glasses of punch for each of her guests.

   a. How many glasses of punch does she need to make?

   12 people
   × 3 glasses each
   36 glasses

   b. Each glass is .21 liter. How many liters of punch does she need to make?

   .21 ℓ
   × 36
   7.56 ℓ

2. Michelle goes to the store to buy soda for her punch. One brand is 99¢ for a 1-liter bottle. Another brand is 95¢ for a 0.95-liter bottle. Which is cheaper, the first one or the second one? first one

   $.99 ÷ 1 = $.99

   $.95 ÷ .95 = $1.00

Math Activity #28—Metric Answers continued

3. Michelle wants to bake brownies for her party. Her recipe makes eight large brownies, but she has invited 12 people. She must double the recipe. Below are the ingredients in the recipe and the quantities for one batch. How much of each is needed for a double batch?

   a) 1 egg
   b) 1½ cups milk
   c) 2 cups sugar
   d) .12 kg chocolate
   e) ¼ cup chopped nuts
   f) ½ teaspoon salt
   g) 1 tablespoon shortening
   h) ⅔ cup flour

a. 1 egg
+1
2 eggs

b. 1½ cups
+1½
3 cups milk

c. 2 cups
+2
4 cups sugar

d. .12 kg
+.12
.24 kg chocolate

e. ¼ cup
+¼
½ cup nuts

f. ½ tsp.
+½
1 tsp. salt

g. 1 tbls.
+1
2 tbls. shortening

h. ⅔ cup
+⅔
1⅓ cups flour

4. Michelle has invited 12 people to her party, 6 guys and 6 girls. The guys eat twice as much as the girls do. If the girls eat 1½ dozen cookies, how many do the guys eat? How many cookies is that for each guy?

12
× 1½
18 cookies

18 cookies
×2
36 cookies

6 cookies each
6) 36 cookies

VCS6 LESSON: ASSERTIVENESS TRAINING

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify examples of assertive and nonassertive behaviors.

RESOURCES:

Required: 1. Employability Activity #30: ROLE PLAYING
Optional: 1. Develop other role-play situations

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Role play

CONTENT OUTLINE:

I. Introduction:
    A. What is meant by being assertive?
        1. Why is it important?
        2. How do we achieve or hold to our true feelings?
    B. Discuss assertive behaviors.

II. Assign role-play parts.

III. Discuss role-play parts.

LEARNING ACTIVITIES:

1. Role plays.
2. Have students identify the assertive and the nonassertive behavior(s).

EVALUATION:

1. Students will identify correctly the assertive and the nonassertive behaviors during the role plays.

Values clarification Skills

Employability Activity #30

ROLE PLAYING

Situation 1:

First student: "Here, have a cigarette with me."
Second student: "No thanks, I don't smoke."
First student: "Well, try it anyway. What's the matter—are you afraid?"
Second student: "No."
First student: "Well, come on then, try it."

Give several possible assertive reactions to this situation.

Situation 2:

The office you work in is full of people coming and going all day. You are free to take coffee breaks when you wish, but you are on your honor not to stay too long or take a break too often. Your friend Marty and you have decided to try a new restaurant for lunch. Marty wants to leave for lunch 10 minutes early to get a parking place. When you say no, Marty gets angry. What do you do?

Cast: Marty, worker

Situation 3:

You are at a shoe store looking for just the right pair of shoes. You have a certain kind in mind. The salesclerk has shown you seven different pairs. You think you like the last pair you tried on, but they're expensive and they're not really what you had in mind. The salesclerk is getting impatient and is starting to put the last pair into a box for you. What do you do?

Cast: salesclerk, customer

______________________________ Name

Values clarification
Skills

Reading Activity #30

Vocabulary: **assertive, interested, probably, expensive, hostess, attention**

STICK UP FOR YOURSELF

My friend Ann took me shopping in the city last Saturday. She's really something. She knows how to get around the city. That isn't always easy. People in the city can be pretty pushy sometimes. Ann never lets anyone push her around. But she's always so pleasant about it. I wish I could be like that.

We rode the bus in. When we got there we walked downtown to the main shopping area. I was looking for a dress to wear to my sister's wedding. We went to the ladies' department of one of the big department stores. Right away a clerk came up and said, "May I help you?"

I looked at her. "Well, I'm looking for a dress to wear to a wedding."

The clerk swept across the room. She was a heavy woman, but she sure could move fast. "We have some lovely things right here, my dear, and they are new for spring." She pulled one off the rack. It was bright orange and really ugly. She held it up against me. "This will look charming."

"But . . ." I wanted to tell her I didn't like the dress. But I didn't want to hurt her feelings.

"You can try it on right over here," she said. She started walking over to the dressing room.

Ann looked at me. Then she said, "Excuse me, ma'am. We're not interested in that dress. We'll just look by ourselves. If we find anything we'll let you know."

The clerk moved off and we were left in peace. "Why were you going to try that on, June?" Ann asked me. "I could tell you didn't like it."

I shrugged. "She really seemed to want me to try it on. I didn't want to hurt her feelings."

"Hurt her feelings!" Ann exclaimed. "She probably thinks it's an ugly dress, too. But it's also probably very expensive and she wanted to make a sale! Worry about your own feelings, June. You're the customer."

By then it was time for lunch. We took the elevator to the store's restaurant. We were ahead of the crowds so we got seated right away. This restaurant is on the top floor of the store and has big windows with a great view of the city. There were plenty of tables by the

Name________________________________

Reading Activity #30 continued

windows, but the hostess put us at a table right by the kitchen door. People were always walking by, and we could hear all the noise of the kitchen.

I was disappointed. It would have been so nice to sit and look out over the city. Ann looked at me. "This is a lousy place to sit!" she said. "I don't know why she couldn't have put us at one of those tables by the windows. Shall we ask the hostess to move us?"

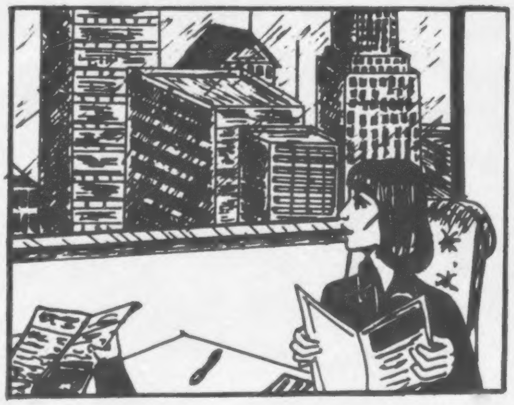
I really wanted to move, but I didn't want to have to ask the hostess. It might make her angry. "You ask," I said.

Ann raised her hand and caught the hostess's attention. When the woman reached our table, Ann said, "We'd like very much to move next to the windows. This table is in such a noisy spot and we would enjoy the view of the city."

The hostess smiled. "Oh, of course, I'm sorry. Follow me." It was as easy as that!

When we sat down at our new table we could look out across the whole city. It was so clear we could even see the ocean. "You know, Ann," I said, "if it weren't for you I'd still be sitting over there by the kitchen. I'd also be the owner of an ugly orange dress."

Ann laughed. "My mother always told me that you have to stick up for yourself. If you don't, no one else will. It's called being assertive. You should try it sometime."



She's right, I should, and I think I will.

______________________________Name

Reading Activity #30 continued

How well did you read? Complete the following sentences.

1. June was afraid to tell the clerk
   a. __________ that she didn't like the dress.
   b. __________ that she didn't have any money.
   c. __________ that the dress wouldn't fit.

2. At first the hostess seated the girls
   a. __________ near the window.
   b. __________ at a large table.
   c. __________ by the kitchen.

3. Being assertive means
   a. __________ sticking up for yourself.
   b. __________ bossing others around.
   c. __________ not saying what you think.

Use the story to help you do the exercise below. After each statement put an *A* if the statement is about *Ann*. Put a *J* if the statement is about *June*. Put *AJ* if the statement is about both *Ann and June*.

1. Went on a shopping trip __________
2. Was going to buy a dress __________
3. Never lets anyone push her around __________
4. Rode the bus __________
5. Didn't want to hurt the saleswoman's feelings __________
6. Wanted to sit by the window __________
7. Asked the hostess to move them to another table __________
8. Didn't know how to be assertive __________

Name______________________________

Reading Activity #30—Answers

How well did you read? Complete the following sentences.

1. June was afraid to tell the clerk
   a. __✓__ that she didn't like the dress.
   b. ______ that she didn't have any money.
   c. ______ that the dress wouldn't fit.

2. At first the hostess seated the girls
   a. ______ near the window.
   b. ______ at a large table.
   c. __✓__ by the kitchen.

3. Being assertive means
   a. __✓__ sticking up for yourself.
   b. ______ bossing others around.
   c. ______ not saying what you think.

Use the story to help you do the exercise below. After each statement put an *A* if the statement is about *Ann*. Put a *J* if the statement is about *June*. Put *AJ* if the statement is about both *Ann and June*.

1. Went on a shopping trip __AJ__
2. Was going to buy a dress __J__
3. Never lets anyone push her around __A__
4. Rode the bus __AJ__
5. Didn't want to hurt the saleswoman's feelings __J__
6. Wanted to sit by the window __AJ__
7. Asked the hostess to move them to another table __A__
8. Didn't know how to be assertive __J__

Values clarification Skills

Math Activity #30

Vocabulary: **Italian, waiter, menu**

This activity will give you practice in adding up bills.

(Show all of your work in the space provided.)

Ben is a waiter at Tony's Italian Restaurant. Below is part of a menu from Tony's. Prices include sales tax.

Spaghetti	$3.25	Strawberry shortcake	$ .85
with meatballs	$3.75	Cheesecake	$1.15
Lasagna	$4.10	Apple pie	$ .75
Pizza: large	$3.95		
regular	$3.45		
small	$2.95		
Fettucini	$3.10	Iced tea	$ .45
Chef's salad	$2.75	Coffee	$ .35
House salad	$1.95	Milk	$ .30
Spinach salad	$2.10	Soda	$ .45

Ben has to be sure the people he serves pay the correct amount for their meals. Below is a list of the meals he served Saturday night. The amount the people paid is listed at the bottom. Figure out the amounts of each item on the bill and find the totals. Will Ben have to go back to any people to point out an error on their bill? If so, who?

Anderson Party	Price	
Meal 1 5:00		
2 spaghetti		
1 house salad		
1 spinach salad		
2 coffee		
Total	$11	25

Green Party	Price	
Meal 2 5:45		
2 lasagna		
2 house salad		
1 iced tea		
1 cheesecake		
1 coffee		
Total	$12	05

Name________________________________

Math Activity #30 continued

O'Hare Party	Price	
Meal 3 6:45		
1 small pizza		
2 fettucini		
3 house salad		
2 coffee		
1 Coke		
2 strawberry shortcake		
Total	$17	85

Smith Party	Price	
Meal 4 7:40		
1 spaghetti		
1 spaghetti with meatballs		
1 lasagna		
2 spinach salad		
3 coffee		
1 apple pie		
Total	$15	95

Jones Party	Price	
Meal 5 8:30		
1 large pizza		
1 spaghetti		
1 chef's salad		
4 house salad		
3 Coke		
1 iced tea		
1 coffee		
Total	$21	80

Davidson Party	Price	
Meal 6 9:15		
2 fettucini		
2 spaghetti		
1 lasagna		
3 house salad		
2 spinach salad		
5 coffee		
3 cheesecake		
Total	$32	05

Ben earned a 15% tip on all of his meals Saturday night. To the nearest cent, figure the tip he earned on each meal. Then find the total he earned on tips for the six meals.

Meal 1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

Total tips ____________________

____________________ Name

Values clarification Skills

Math Activity #30—Answers

Vocabulary: **Italian, waiter, menu**

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(Show all of your work in the space provided.)

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Green, Smith, Jones

Anderson Party	Price	
Meal 1 5:00		
2 spaghetti	6	50
1 house salad	1	95
1 spinach salad	2	10
2 coffee		70
Total	$11	25

Green Party	Price	
Meal 2 5:45		
2 lasagna	8	20
2 house salad	3	90
1 iced tea		45
1 cheesecake	1	15
1 coffee		35
Total	$12	05

$14.05 correct amount

Math Activity #30—Answers continued

O'Hare Party Meal 3 6:45	Price	
1 small pizza	2	95
2 fettucini	6	20
3 house salad	5	85
2 coffee		70
1 Coke		45
2 strawberry shortcake	1	70
Total	$17	85

Smith Party Meal 4 7:40	Price	
1 spaghetti	3	25
1 spaghetti with meatballs	3	75
1 lasagna	4	10
2 spinach salad	4	20
3 coffee	1	05
1 apple pie		75
Total	$15	95

$17.10 correct amount

Jones Party Meal 5 8:30	Price	
1 large pizza	3	95
1 spaghetti	3	25
1 chef's salad	2	75
4 house salad	7	80
3 Coke	1	35
1 iced tea		45
1 coffee		35
Total	$21	80

$19.90 correct amount

Davidson Party Meal 6 9:15	Price	
2 fettucini	6	20
2 spaghetti	6	50
1 lasagna	4	10
3 house salad	5	85
2 spinach salad	4	20
5 coffee	1	75
3 cheesecake	3	45
Total	$32	05

Ben earned a 15% tip on all of his meals Saturday night. To the nearest cent, figure the tip he earned on each meal. Then find the total he earned on tips for the six meals.

Meal 1. $1.69

2. $2.11

3. $2.68

4. $2.57

5. $2.99

6. $4.81

Total tips $16.85

VCS7 LESSON: IDENTIFYING ACCEPTABLE HUMAN VALUES

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Define and explain the values of honesty, dependability, loyalty, tactfulness, tolerance, neatness, and thoroughness.

RESOURCES:

Required: 1. Employability Activity #31: BACKWARDS PUZZLE
Optional: 1. Simon, S.B., Howe, L.W., & Kirschenbaum, H. *Values clarification*. New York: Hart, 1972

TEACHER DELIVERY SYSTEM:

1. Brainstorming
2. Discussion

CONTENT OUTLINE:

I. Introduction:
    A. Definitions:
        1. honesty
        2. dependability
        3. loyalty
        4. tactfulness
        5. tolerance
        6. neatness
        7. thoroughness
    B. Give Examples of:
        1. honesty
        2. dependability
        3. loyalty
        4. tactfulness
        5. tolerance
        6. neatness
        7. thoroughness

II. Discussion:
    Compare desirable values versus undesirable values.

LEARNING ACTIVITIES:

1. Discussion of various examples of acceptable human values.
2. Discussion on comparison of desirable values versus undesirable values.
3. Have students complete Employability Activity #31: BACKWARDS PUZZLE.

EVALUATION:

1. Students will respond to the questions on definitions and values of honesty, dependability, loyalty, tactfulness, tolerance, neatness, and thoroughness.

Values clarification Skills

Employability Activity #31

BACKWARDS PUZZLE

There is a list of words at the bottom of the page. Match these words with their proper definition and write the word in the box.

The words in each definition are written backwards. Turn the words around and write the definition on the line.

Example: yrotcafsitas; elbaeerga
satisfactory; agreeable acceptable

1. eht etats ro ytilauq fo gnieb tsenoh
2. ytilauq, etats, ro ecnatsni fo gnieb layol
3. gnivah ro gniwohs tcat
4. ot wolla; timrep; ton erefretni htiw
5. mirt; ydit; naelc
6. yrev tcaxe, etarucca, ro gnikatsniap
7. ot yler rof troppus ro dia
8. lufesu, elbamitse, tnatropmi, elbarised

- loyalty
- depend
- value
- tolerate
- honesty
- thorough
- neat
- tactful

Name

Values clarification Skills

Employability Activity #31—Answers

BACKWARDS PUZZLE

There is a list of words at the bottom of the page. Match these words with their proper definition and write the word in the box.

The words in each definition are written backwards. Turn the words around and write the definition on the line.

Example: yrotcafsitas; elbaeerga
satisfactory; agreeable — acceptable

1. eht etats ro ytilauq fo gnieb tsenoh
the state or quality of being honest — honesty

2. ytilauq, etats, ro ecnatsni fo gnieb layol quality,
state, or instance of being loyal — loyalty

3. gnivah ro gniwohs tcat
having or showing tact — tactful

4. ot wolla; timrep; ton erefretni htiw to allow;
permit; not interfere with — tolerate

5. mirt; ydit; naelc
trim; tidy; clean — neat

6. yrev tcaxe, etarucca, ro gnikatsniap very
exact, accurate, or painstaking — thorough

7. ot yler rof troppus ro dia
to rely for support or aid — depend

8. lufesu, elbamitse, tnatropmi, elbarised
useful, estimable, important, desirable — value

loyalty
depend
value
tolerate
honesty
thorough
neat
tactful

VCS7 LESSON: IDENTIFYING ACCEPTABLE HUMAN VALUES

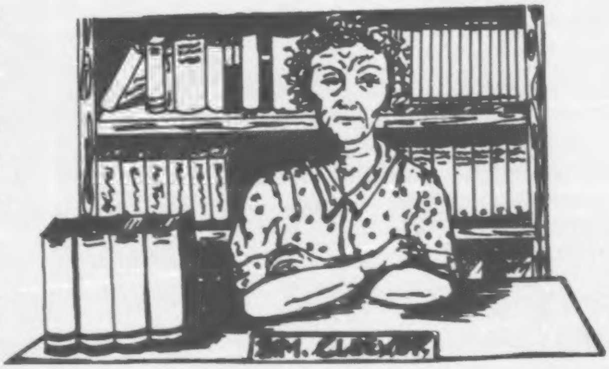
Values clarification Skills

Reading Activity #31

Vocabulary: **entertaining, librarian, pretend, sessions, promised, spirit, finally, film projector, card catalog, assembly, responsible, vandalized, auditorium**

GETTING EVEN

No one at Jefferson High could stand Mrs. Ethel Cleever. Mike Hayes was always entertaining people in the cafeteria by saying, "Ethel May Cleever, the meanest librarian who ever walked the face of the earth!"



She really was mean. She frowned at you when you walked into the library. She snapped at you if you asked for help in finding something. She yelled at you if you even tried to whisper. She thought that if two people came into the library together they were going to cause trouble.

Mike and his friend Bruce Markle, the captain of the basketball team, would sit in the library and entertain the girls. Bruce would pretend to be Mrs. Cleever. Whenever Mrs. Cleever looked over at them they would all pretend to be studying. Then Mike would say, "Watch out! Ethel May is gonna get you!"

In fact it was at one of these group sessions that they came up with the plan. It was mostly Mike's idea. Bruce thought it would be really funny. They decided to ask a few more people to help them. It would take a lot of time. None of the girls wanted to help out, but they promised to keep it a secret.

The boys waited until the Thursday night before the big basketball game with Jackson High. That Friday was Green and White Day. The boys thought it would do a lot for school spirit to know that Mrs. Cleever had finally been paid back. They waited until late at night. They wore their gym clothes and carried a basketball. If anyone saw them they would say they were shooting baskets late at night. They made sure that there was no one in the building. Then they quietly let themselves in through a back window and quickly got to work.

Name______________________________

Reading Activity #31 continued

One of the teachers discovered it early the next morning. It was Ms. Kane, the gym teacher. She had gone into the library to get a film projector. She opened the door and started across the room before she noticed anything. Then she stopped and stared. Half of the shelves in the library were empty. The books lay in piles all over the floor. The card catalog had been emptied on top of Mrs. Cleever's desk. The potted plants on the window were turned upside down. The whole place was a mess. It would take days, maybe weeks, before things could be put back in order. Somehow Ms. Kane failed to see the point of the banner that had been strung from the library lights. It read: THIS IS WHAT WE'RE GOING TO DO TO JACKSON HIGH!

Mr. Mills, the principal, called a special assembly first thing that morning. He told the school about the library. He said he had heard that students were responsible. He said there would be no pep assembly that afternoon unless he found out who had torn up the library. There were some angry murmurs from the students. Mr. Mills waited until it got quiet. Then he said, "I spoke with Coach Winters shortly after I saw the library this morning. He and I have agreed there will be no basketball game this evening unless I have the names of all the students who vandalized the library."

At this, angry cries filled the auditorium. Some students yelled that Mr. Mills wasn't being fair. Other students were asking each other, "Do you know who did it?"

When the assembly was over Mike and Bruce stood together in the hall. Mike shook his head. "I don't see what the big deal is!" he said. "We didn't really hurt much. So it's going to take some time to clean things up. That will give Mrs. Cleever something to do with her time. She won't have time to hassle us."

"I don't know, Mike," Bruce said. "When I think about it now—well maybe we shouldn't have done it. And maybe we should go tell Mr. Mills we did it."

"Are you crazy?" Mike asked. "Go and tell? What for?"

What would you do if you were Bruce? After you have decided, write an ending for the story.

______________________________Name

Values clarification Skills

Reading Activity #31 continued

How well did you read? Complete the following sentences.

1. No one liked Mrs. Cleever because
   a. ________ she wouldn't let the students work in the library.
   b. ________ she was unfriendly.
   c. ________ she wouldn't go to basketball games.

2. The boys messed up the library
   a. ________ to get even with Mrs. Cleever.
   b. ________ so they wouldn't have to study.
   c. ________ because they didn't like Mr. Mills.

Fill in the blanks to complete the paragraphs below.

No one at the high school liked Mrs. Cleever. ________ was the librarian and ________ was mean. She wouldn't ________ people even whisper in ________ library. If a student ________ into the library with ________ friend, she thought they ________ cause trouble.

Mike and ________ decided to pay Mrs. ________ back. They went into ________ library late one night. ________ pulled the books off ________ shelves. They emptied the ________ catalogue on Mrs. Cleever's ________. They turned the potted ________ upside down. They hung ________ banner from the lights. ________ read: THIS IS WHAT ________ GOING TO DO TO ________ HIGH!

When Mr. Mills, ________ principal, found out about ________ library he talked with ________ Winters. He called a ________ assembly right away. He ________ the students there would ________ no pep assembly and ________ basketball game unless he ________ out who had wrecked ________ library.

Some of the ________ said this wasn't fair. ________ students wanted to know ________ had done it.

After ________ assembly Mike and Bruce ________ in the hall. Mike ________ not understand why everyone ________ so upset. He didn't ________ why it was such ________ big deal. But Bruce ________ maybe they shouldn't have ________ it. He thought maybe they should go tell Mr. Mills they were the ones who did it.

Name________________________________

Values clarification Skills

Reading Activity #31—Answers

How well did you read? Complete the following sentences.

1. No one liked Mrs. Cleever because
   - a. ______ she wouldn't let the students work in the library.
   - b. ✓ she was unfriendly.
   - c. ______ she wouldn't go to basketball games.

2. The boys messed up the library
   - a. ✓ to get even with Mrs. Cleever.
   - b. ______ so they wouldn't have to study.
   - c. ______ because they didn't like Mr. Mills.

Fill in the blanks to complete the paragraphs below.

No one at the high school liked Mrs. Cleever. She was the librarian and she was mean. She wouldn't let people even whisper in the library. If a student went into the library with a friend, she thought they would cause trouble.

Mike and Bruce decided to pay Mrs. Cleever back. They went into the library late one night. They pulled the books off the shelves. They emptied the card catalogue on Mrs. Cleever's desk. They turned the potted plants upside down. They hung a banner from the lights. It read: THIS IS WHAT WE'RE GOING TO DO TO JACKSON HIGH!

When Mr. Mills, the principal, found out about the library he talked with Coach Winters. He called a special assembly right away. He told the students there would be no pep assembly and no basketball game unless he found out who had wrecked the library.

Some of the students said this wasn't fair. Some students wanted to know who had done it.

After the assembly Mike and Bruce stood in the hall. Mike could not understand why everyone was so upset. He didn't see why it was such a big deal. But Bruce said maybe they shouldn't have done it. He thought maybe they should go tell Mr. Mills they were the ones who did it.

**Values clarification
Skills**

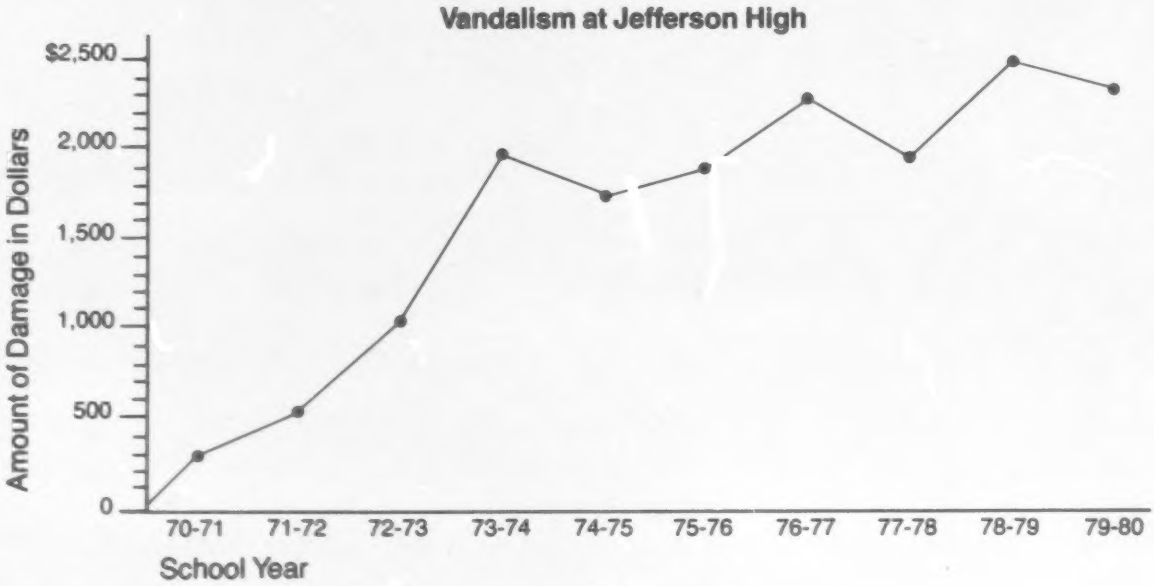
Math Activity #31

Vocabulary: **graph, principal, vandalism, approximately**

This activity will give you practice with reading a line graph.

(Show all of your work in the space provided.)

Below is a graph kept by the principal at Jefferson High. Use it to help you answer the questions.



1. This graph shows ____

____.

2. In 1971-72, how much money did vandalism cost Jefferson High?

3. In what two school years was damage approximately $2,000?

Name ______________________________

Math Activity #31 continued

4. The biggest difference in damage costs was between which two school years?

5. What was the difference in costs of vandalism between school years 1970-71 and 1973-74?

6. Between which two school years did the smallest change in damage costs occur? What was the amount of the change?

7. After 1976-77, what was the total amount of money lost to vandalism?

8. Of the $2,000 in damages in 1973-74, 20% of it was in damage to the grounds of the school. How much money would this be?

______________________________ Name

Math Activity #31 continued

9. During the first five school years on the graph, what was the average amount lost each year due to vandalism?

10. Find the total amount of money lost during 10 years from 1970 to 1980.

Name________________________________

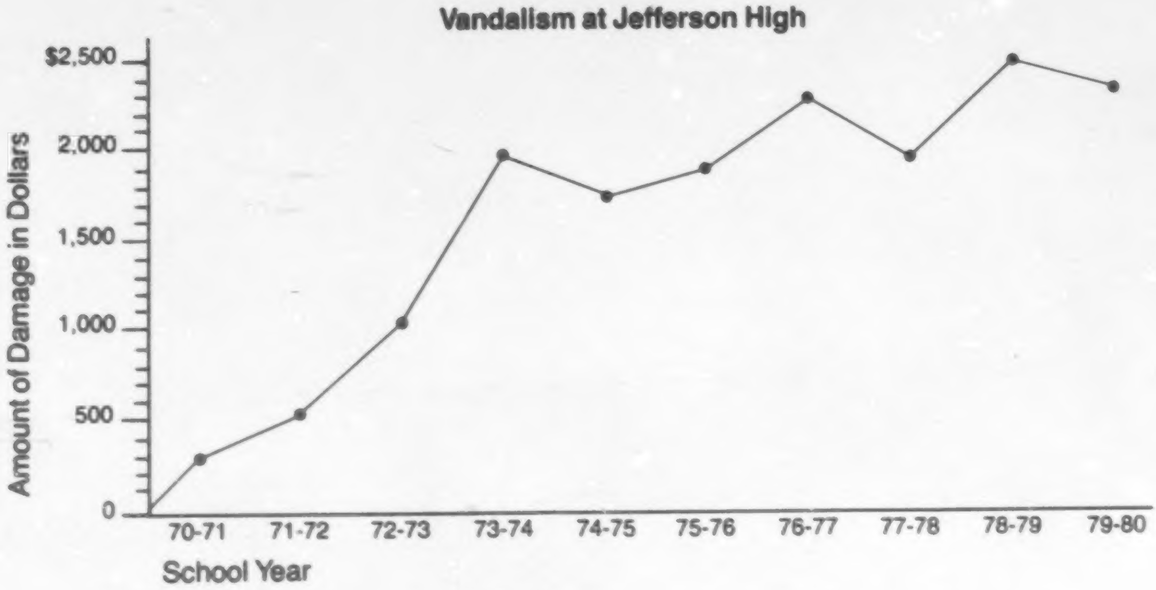
Math Activity #31—Answers

Vocabulary: **graph, principal, vandalism, approximately**

This activity will give you practice with reading a line graph.

(Show all of your work in the space provided.)

Below is a graph kept by the principal at Jefferson High. Use it to help you answer the questions.



1. This graph shows yearly damage due to vandalism at Jefferson High.

2. In 1971-72, how much money did vandalism cost Jefferson High?

$500.00

3. In what two school years was damage approximately $2,000?

1973 -74, 1977- 78

Math Activity #31—Answers continued

4. The biggest difference in damage costs was between which two school years?

1972-73, 1973-74

5. What was the difference in costs of vandalism between school years 1970-71 and 1973-74?

$2000
− 250
$ 1750

6. Between which two school years did the smallest change in damage costs occur? What was the amount of the change?

1974-75 ($1750)
1975-76 ($1875)

$1875
−1750
$ 125

7. After 1976-77, what was the total amount of money lost to vandalism?

1977-78	$2000
1978-79	2500
1979-80	+ 2375
total	$ 6875

8. Of the $2,000 in damages in 1973-74, 20% of it was in damage to the grounds of the school. How much money would this be?

$2000
x .20
$ 400.00

Math Activity #31—Answers continued

9. During the first five school years on the graph, what was the average amount lost each year due to vandalism?

$250
500
1000
2000
1750

$5500

$$5 \overline{)\$5500}$$

$$\boxed{\$1100}$$

10. Find the total amount of money lost during 10 years from 1970 to 1980.

1970-71	$250	1975-76	$1875
1971-72	500	1976-77	2250
1972-73	1000	1977-78	2000
1973-74	2000	1978-79	2500
1974-75	1750	1979-80	2375

$\boxed{\$16,500}$ total 1970-1980

VCS8 LESSON: IDENTIFYING DESIRABLE HUMAN VALUES: DEPENDABILITY

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Define the attribute of dependability.

RESOURCES:

Required: 1. Instructor proposed role-play situations
2. Employability Activity #32: ROLE PLAYING

Optional: 1. Kimbrell, G., & Vineyard, B.S. *Succeeding in the world of work.* Bloomington, Ill.: McKnight, 1972

TEACHER DELIVERY SYSTEM:

1. Role play
2. Discussion

CONTENT OUTLINE:

I. Brainstorm what it means to be dependable:
   A. Getting to work on time
   B. Carrying out written/oral instructions
   C. Being able to work with little or no supervision
   D. Finishing the task to completion
   E. Respecting others
   F. Developing positive traits
   G. Communication
   H. Creating a businesslike image
   I. Increasing efficiency

II. Role playing:
   Discuss problems incurred by role-played situations.

LEARNING ACTIVITIES:

1. Have students brainstorm what it means to be dependable.
2. Discuss role play.

EVALUATION:

1. Students will include three or four examples of dependability in a written/verbal definition.

Values clarification Skills

Employability Activity #32

ROLE PLAYING

Situation 1:

All employees are to be on the job at 8:00 a.m. Pat comes in once or twice a week at 8:15 and 9:00, etc.

Cast: boss, Pat, fellow employees

Situation 2:

Second-shift cook leaves for a party assuming the third-shift cook will arrive on the job. The third-shift cook never arrives.

Cast: boss, second-shift cook, third-shift cook

______________________________ Name

Values clarification Skills

Reading Activity #32

Vocabulary: **agreeable, volunteer, honestly, frustrating, favorite, clobbered, affected, carelessness**

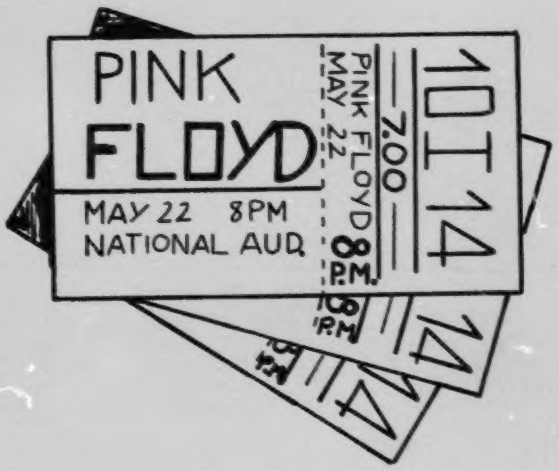
DON'T WAIT FOR JUDY

Judy and I are pretty good friends. She'll never be like Karen, though. I try to include Judy in Karen's and my plans, but something always goes wrong. It seems like everytime we agree to do something together, Judy messes up. Don't get me wrong. I like Judy and the three of us do go places. It's just that she plans too many things in one day and she can't do it all.

I think that maybe she's too agreeable. That's one of the things that makes her nice. When I first met her I noticed this. If someone wanted a friend to go downtown with them, she would volunteer. But then she would tell everyone that she was going to the football game the same night. On top of that, she would say that she was going to do homework all night! And everything she said, I think she honestly believed. Isn't that crazy?

She just doesn't know how many hours are in a day. She plans as if there were fifty! As you might guess, it didn't take us long to learn this. Soon, people quit believing her. You couldn't rely on her to do what she said. For instance, she would tell us to call her before we went out somewhere. So we'd call and there would be no answer. Or else she would ask us to pick her up but when we'd get there she would be gone. This gets frustrating.

Most of her friends in school quit trying to plan things with her. Everyone still liked her, and at school we all hung around together. It's just that nobody wanted to be disappointed, so no one asked her to go anywhere with them. I was pretty hurt sometimes, too. Karen and I waited for her several times and she didn't show.



The time that the group Pink Floyd was in town, Karen and I bought tickets. Judy asked us if we would get her a ticket, too. We knew what she was like and we asked her if she was sure she would go. She made a big fuss and said that Pink Floyd was her favorite group. She wouldn't miss it for the world. I don't have to tell you what happened on the

Name____________________

Reading Activity #32 continued

day of the concert. I forgot what excuse she used. I sold the ticket to my brother and the three of us had a great time.

It worked out okay that time. But if I would have been stuck with an extra ticket I would have clobbered her! She doesn't realize that other people are affected by her carelessness. It's getting so that you can't depend on her for anything. She smiles and says she's sorry, but she keeps on doing the same thing.

I know how the others feel about her in school. Karen and I talk about it all the time. We are starting to feel the same way. It's not as if she let us down and not that we don't like her. It's just that after a while the smile and "I'm sorry" don't work anymore. If she was really sorry she would try more to do what she says she will do. Karen and I don't *dislike* her. We just think that she is not worth the bother. We're leaving her out of most of our plans now. She's really not as close to any of us as she was at first. I hope she sees this. She's really nice but. . . .

______________________________ Name

Reading Activity #32 continued

How well did you read? Complete the following sentences.

1. Judy was always
   a. __________ making plans to do things.
   b. __________ dependable.
   c. __________ on time.

2. When Pink Floyd was in town
   a. __________ Judy didn't buy any tickets.
   b. __________ Judy said she wouldn't miss it.
   c. __________ Judy offered to pay for her ticket.

3. The girls aren't going to ask Judy to do things any more because
   a. __________ they don't like her.
   b. __________ she talks too much.
   c. __________ it isn't worth the bother.

Find the right order for the scrambled sentences below. Write the sentences correctly on the lines.

1. family the affected Tom's whole carelessness

____

____

2. is person my such agreeable an aunt favorite

____

____

3. a very working frustrating be volunteer can as

____

____

Name__________________________

Reading Activity #32 continued

Think about it.

1. How do you get through to a person like Judy?

2. What is her problem?

487

______________________________Name

VCS8 LESSON: IDENTIFYING DESIRABLE HUMAN VALUES: DEPENDABILITY

Values clarification Skills

Reading Activity #32—Answers

How well did you read? Complete the following sentences.

1. Judy was always
   a. ____✓____ making plans to do things.
   b. ________ dependable.
   c. ________ on time.

2. When Pink Floyd was in town
   a. ________ Judy didn't buy any tickets.
   b. ____✓____ Judy said she wouldn't miss it.
   c. ________ Judy offered to pay for her ticket.

3. The girls aren't going to ask Judy to do things any more because
   a. ________ they don't like her.
   b. ________ she talks too much.
   c. ____✓____ it isn't worth the bother.

Find the right order for the scrambled sentences below. Write the sentences correctly on the lines.

1. family the affected Tom's whole carelessness

   Tom's carelessness affected the whole family.

2. is person my such agreeable an aunt favorite

   My favorite aunt is such an agreeable person.

3. a very working frustrating be volunteer can as

   Working as a volunteer can be very frustrating.

Reading Activity #32—Answers continued

Think about it.

1. How do you get through to a person like Judy?

1. By trying to make her understand that being let down is disappointing and annoying.

2. What is her problem?

2. Judy wants to be everyone's friend and to do too many things at once. She has no ability to organize her time.

VCS8 LESSON: IDENTIFYING DESIRABLE HUMAN VALUES: DEPENDABILITY

Values clarification Skills

Math Activity #32

Vocabulary: **deck, box seats, block, stadium**

This activity will give you practice with working with dollar amounts.

(Show all of your work in the space provided.)

Below is the ticket chart at National Auditorium. The prices listed are for the Pink Floyd concert. Use the chart to help you answer the questions that follow.

Pink Floyd—Playing Here—May 22		
	Pre-Concert Prices	Price at the Door
Box Seats	$14.95 per seat	$16.35 per seat
Deck 1A	$12.95 per seat	$14.95 per seat
1B	$10.95 per seat	$12.95 per seat
Deck 2A	$ 8.50 per seat	$10.50 per seat
2B	$ 6.95 per seat	$ 8.95 per seat
Balcony 1	$ 4.50 per seat	$ 6.50 per seat
2	$ 2.50 per seat	$ 4.50 per seat

1. Judy offered to buy five tickets in Deck 2A to the Pink Floyd Concert the week before the concert. She never got around to it, and the group had to buy their tickets at the door the night of the concert. How much money would have been saved if Judy had bought the tickets when she promised?

2. The stadium sells blocks of tickets. The YMCA bought a block of 75 seats in Deck 2B the night of the concert. How much did they cost?

Name____________________

Values clarification
Skills

Math Activity #32 continued

3. Mr. and Mrs. Rich bought 13 box seats for their grandchildren. They bought 6 at pre-concert prices and 7 the night of the concert. How much did they pay altogether for the seats?

4. The high school music club spent a total of $373.75 for a block of seats in Deck 1A the night of the concert. How many seats did they buy?

5. The local recreation club bought a block of tickets in Balcony 2 the night of the concert for a total of $360. How many seats did they buy?

6. The Pink Floyd Fan Club bought 10 tickets in Decks 1A, 1B, 2A, and 2B a month before the concert. How much did this cost the club altogether?

49,

_______________________________ Name

Values clarification Skills

Math Activity #32—Answers

Vocabulary: **deck, box seats, block, stadium**

This activity will give you practice with working with dollar amounts.

(Show all of your work in the space provided.)

Below is the ticket chart at National Auditorium. The prices listed are for the Pink Floyd concert. Use the chart to help you answer the questions that follow.

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1. Judy offered to buy five tickets in Deck 2A to the Pink Floyd Concert the week before the concert. She never got around to it, and the group had to buy their tickets at the door the night of the concert. How much money would have been saved if Judy had bought the tickets when she promised?

$8.50 pre-concert
× 5
$42.50

$10.50 at the door
× 5
$52.50

$52.50
−42.50
$10.00

2. The stadium sells blocks of tickets. The YMCA bought a block of 75 seats in Deck 2B the night of the concert. How much did they cost?

$8.95 at the door
× 75 seats
$671.25 total

Math Activity #32—Answers continued

3. Mr. and Mrs. Rich bought 13 box seats for their grandchildren. They bought 6 at pre-concert prices and 7 the night of the concert. How much did they pay altogether for the seats?

$14.95 pre-concert
x 6
$89.70

$16.35 at the door
x 7
$114.45

$89.70
+114.45
$204.15 total

4. The high school music club spent a total of $373.75 for a block of seats in Deck 1A the night of the concert. How many seats did they buy?

$14.95) $373.75 = 25 seats

5. The local recreation club bought a block of tickets in Balcony 2 the night of the concert for a total of $360. How many seats did they buy?

$4.50) $360.00 = 80 seats

6. The Pink Floyd Fan Club bought 10 tickets in Decks 1A, 1B, 2A, and 2B a month before the concert. How much did this cost the club altogether?

$12.95 pre-concert
x 10 seats
$129.50

$10.95 pre-concert
x 10 seats
$109.50

$8.50 pre-concert
x 10 seats
$85.00

$6.95
x 10 seats
$69.50

$129.50
109.50
85.00
69.50
$393.50 total

VCS9 LESSON: IDENTIFYING DESIRABLE HUMAN VALUES: HONESTY

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify the attributes of honesty and describe how they relate to job performance.

RESOURCES:

Required: 1. Employability Activity #33: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PARTS I AND II

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Transparencies of Employability Activity #33: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PARTS I AND II

CONTENT OUTLINE:

I. Introduction:
   A. Honesty—What is it?
   B. Honesty—Why is it important?

II. Discussion:
Employability Activity #33: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PART I

III. Students will write an example of something they have done in the past that was dishonest/unidentified on or off the job.

IV. Pass around to students examples and discuss problems encountered by each situation.

V. Discussion:
Employability Activity #33: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PART II

LEARNING ACTIVITIES:

Have students:
1. Write an example of a dishonest situation.
2. Discuss in class honesty and its relationship to job performance.

EVALUATION:

1. Students will complete Employability Activity #33: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PARTS I AND II, discriminating between honest and dishonest actions.
2. Students will discuss Employability Activity #33: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PARTS I AND II.

Values clarification Skills

Employability Activity #33

BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PART I

An employer wants a worker who is honest. The worker should be a help to the business even when the employer is not there. Dishonest workers cost businesses much money. It only takes a few times of being dishonest until a worker cannot be trusted. Let's look at this next lesson. Decide if the worker was honest or dishonest.

Directions: Some statements show dishonest actions of workers. Add words or cross out words to make all statements tell about honest workers.

1. Martha always gets to her desk at least 5 minutes before she is to begin working.

2. Paul uses supplies from his office to send out notices to his bowling team members.

3. There is $3.50 more in the cash register than there should be. Marva takes it so the records will be right.

4. John cooks six shrimp, serves five, and eats one.

5. Mabel goes to the coffee shop for her coffee break; she always tries to get back 1 or 2 minutes early.

6. Since Marie cannot possibly get to work on time, Paula punches the time clock for her.

7. Lee is afraid to tell his boss that he broke an expensive tool, so he tells the boss that he thinks Bob broke it.

8. Harry calls his girl long distance every Wednesday evening before he leaves the office.

9. Heather returns a pencil she picked up by mistake.

______________________________Name

Employability Activity #33 continued

10. Jim puts 10 gallons of gasoline in his girlfriend's car but only charges her for 6 gallons. Everyone knows gasoline will evaporate if it is not used.

11. Ralph calls in sick because he wants to work on his car.

12. Lisa works very hard even when the supervisor is not in sight.

13. Paula does her homework after the children she is babysitting go to bed.

14. April has already taken the course that Marlene is taking now, so April writes several of her themes. Marlene is failing the course and will never make it without April's help.

15. Bob uses time at work to do his homework when no one is around.

Source: Adapted from *The Care-Kit* by the Illinois State Board of Education, June 1979, pp. 119, 121. Reprinted with permission.

Name________________________

**Values clarification
Skills**

Employability Activity #33 continued

BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PART II

Directions: Look at each situation below and decide what an honest worker would do. More than one answer may come to mind. Decide what is the best thing to do and write your answer in the space provided.

If:	You Should:
1. You were paid for more hours than you worked.	
2. Your father wants you to bring some paper home from the office for him.	
3. You work in a candy shop. Your girlfriend asks you to give her lots of candy for her money.	
4. The other teenagers at work always take Cokes without paying, but it's against the store rule.	
5. The boss's son wants you to tell his mother a lie for him.	
6. Tom took a tool home with him and forgot to bring it back. But the boss remembers you had it last.	
7. You broke several pieces of good china. All the other workers will get a lecture if you tell.	
8. Workers usually do not get time off during the spring festival week. You want to go with your family on their vacation that weekend.	
9. The cash register is short $10 at the end of the day. You think you might have given someone change for a $20 bill when it may have been a $10 bill.	
10. The boss says she has heard that you are telling people that the store has terrible food. You did say this, and it is true, but you did not think it would get back to the boss.	

Source: Adapted from *The Care Kit* by the Illinois State Board of Education. June 1979, p. 122. Reprinted with permission.

______________________________ Name

Values clarification Skills

Employability Activity #33

BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT—PART I

An employer wants a worker who is honest. The worker should be a help to the business even when the employer is not there. Dishonest workers cost businesses much money. It only takes a few times of being dishonest until a worker cannot be trusted. Let's look at this next lesson. Decide if the worker was honest or dishonest.

Directions: Some statements show dishonest actions of workers. Add words or cross out words to make all statements tell about honest workers.

1. Martha always gets to her desk at least 5 minutes before she is to begin working. OK
2. Paul never uses supplies from his office to send out notices to his bowling team members.
3. There is $3.50 more in the cash register than there should be. Marva ~~takes it so the records will be right.~~ doesn't take it, even though the records will be wrong.
4. John cooks six shrimp, serves ~~five,~~ six and eats ~~one.~~ none.
5. Mabel goes to the coffee shop for her coffee break; she always tries to get back 1 or 2 minutes early. OK
6. ~~Since~~ If Marie cannot possibly get to work on time, ~~Paula punches the time clock for her.~~ no one else should punch the time clock for her.
7. Lee is afraid to tell his boss that he broke an expensive tool, ~~so he tells the boss that he thinks Bob broke it.~~ but he tells him any way and offers to pay for it.
8. Harry calls his girl long distance every Wednesday evening before he leaves the office, but he puts the charge on his home phone.
9. Heather returns a pencil she picked up by mistake. OK

10. Jim puts 10 gallons of gasoline in his girlfriend's car ~~but only charges her for 6 gallons. Everyone knows gasoline will evaporate if it is not used.~~ and charges her the going rate..

11. Ralph ~~calls~~ in sick because he wants to work on his car.
Shouldn't call

12. Lisa works very hard even when the supervisor is not in sight. OK

13. Paula does her homework after the children she is babysitting go to bed. OK

14. April has already taken the course that Marlene is taking now. ~~so April writes several of her themes~~. Marlene is failing the course and will never make it without April's help.
April should tutor Marlene, but she should not do the work for her.

15. Bob uses time at work to ~~do his homework when no one is around.~~ get his job done. He does his homework at home or in study hall at school.

499

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VCS9 LESSON: IDENTIFYING DESIRABLE HUMAN VALUES: HONESTY

Values clarification Skills

Reading Activity #33

Vocabulary: **required, employer, deserve**

TAKE IT—YOU WORK HERE

It all started with rabbits. It was a Friday afternoon and I was telling Ben and Victor about my weekend plans. "I'll be out at my parents' house most of the day tomorrow," I said. "I promised my mother I would build a rabbit pen for my sister's birthday. Mom and Dad are going to give her a pet rabbit and they want some place to keep it."

The three of us were unloading heavy crates filled with cans of paint. We worked for Miller's Building Supply Company. We did all the jobs that required lots of muscle. Most of the time we worked in the warehouse loading and unloading all the building supplies that Miller's bought and sold.

We stopped to rest for a minute. "I hope Dad has the materials to make the pen," I said. "If he doesn't, I'll have to drive all the way back into town to get some."

Ben sat down on a crate and wiped his forehead with a cloth. "What sort of materials do you need, Jim?"

"Oh, you know, the usual—wood, some wire, maybe some shingles or tar paper for the roof," I said.

Victor got up and walked over to a corner of the warehouse. When he came back he was carrying some two-by-fours, tar paper, and a roll of wire. "Here you go, kid," he said, setting everything down at my feet.

I just looked at him stupidly for a minute. "I can't take this," I said.

"Why not?" Victor asked. "You work here!"

"Yeah," I said, "But that doesn't mean I can just take things!"

Victor shrugged. "Listen, you work hard enough. And old man Miller is pretty tight with the pay. You deserve a few extras now and then."

I didn't say anything. Ben just laughed. "Everybody does it, Jimmy. The employers even expect you to take stuff."

"Maybe they expect people to," I said. "But that doesn't mean they *want* you to."

Ben shook his head. "How much do you figure that stuff costs?" he asked. "Maybe five bucks, total. Do you really think the store is going to miss five bucks worth of a few pieces of wood?"

Name________________________________

Reading Activity #33 continued

Victor got up and started to work again. Ben and I joined in. I thought about what they had said. We worked fast and had the whole job done by quitting time. Then I drove my car up to the back door and they loaded the stuff for the rabbit pen in the trunk.

I was almost home before I pulled off the road and stopped the car. I sat there for a moment thinking about what Ben and Victor had said. "You deserve it . . . five bucks worth of stuff . . . they'll never miss it . . . five bucks worth . . ." That's when I turned the car around and drove all the way back to Miller's.

There was just one car left in the parking lot. A dim light was on out in the store, but the warehouse was dark. I drove around to the back door, hoping it wasn't locked. To my surprise it opened when I tried it. I really felt like a thief. I hurried in and turned on a low light. Then, as quickly as I could, I carried the stuff from my trunk and put it back where it belonged. It took me two trips, and I was just finishing up when I heard a voice say, "What are you doing?"

I nearly jumped out of my skin. The voice came from the stairs that go up into the store. I turned and looked. Standing there, with his arms folded, was old man Miller. I must have stood there for at least 30 seconds, frozen, my mouth hanging open. Then he said, "I said, what are you doing?"

I was too scared to think of any story but the truth. "I was returning some materials that I took when I left this afternoon. I needed some things to build a rabbit pen. They, I mean I, thought you'd never miss it and it couldn't be more than about $5 worth. But then, after I left, I knew it was just as bad as stealing $5 out of the cash register. So I brought it back. I'm awfully sorry. I guess I'm fired, aren't I?"

Mr. Miller didn't say anything. He walked down the stairs and across the floor to where I stood, shaking in my shoes. "What is your name, young man?" he asked.

"Jim Carey," I gulped.

He held out his hand. "I'm very pleased to meet you, Mr. Carey. No, you are not fired. I need all the honest employees I can get. Now, if you want to load those things back into your car, I'll be glad to sell them to you at our employee's discount."

"Yes sir!" I said.

501

______________________Name

Values clarification Skills

Reading Activity #33 continued

How well did you read? Complete the following sentences.

1. Ben and Victor said Jim should take the supplies because
   a. __________ Mr. Miller wouldn't mind.
   b. __________ he deserved it.
   c. __________ it would make Mr. Miller angry.

2. Jim returned the supplies because
   a. __________ he knew it was just like stealing.
   b. __________ his father already had enough for the rabbit pen.
   c. __________ Ben told him to.

3. Mr. Miller didn't fire Jim because
   a. __________ he needed all his workers.
   b. __________ he had been honest.
   c. __________ he offered to pay for the supplies he had taken.

Fill in the blanks to complete the paragraphs below.

Jim worked for Miller's __________ Supply Company. He told __________ and Victor that he __________ to build a rabbit __________. Victor walked over to __________ corner of the warehouse. __________ came back carrying some __________, tar paper, and a roll __________ wire. He set them __________ at Jim's feet. Jim __________ not think he should __________ the stuff. Ben and __________ said that he deserved __________. They said he worked __________ and should be able to __________ a few things now __________ then. Ben said the __________ only cost about five __________. He said no one __________ miss it.

Jim took __________ supplies. But on his __________ home, he changed his __________. He knew it was __________ stealing five dollars out __________ the store's cash register. __________ turned around and went __________ to Miller's. He opened __________ back door and put __________ things back where they __________.

Mr. Miller was watching __________. He asked Jim what __________ was doing. Jim told __________ the truth and asked __________ he was fired. Mr. __________ said no. He said __________ needed all the honest __________ he could get.

Name______________________________ 592

Reading Activity #33 continued

Think about it.

1. Do you think Jim had a right to take some supplies?

2. What would you have done in this situation?

____________________________Name

Values clarification Skills

Reading Activity #33—Answers

How well did you read? Complete the following sentences.

1. Ben and Victor said Jim should take the supplies because
   a. __________ Mr. Miller wouldn't mind.
   b. ✓ he deserved it.
   c. __________ it would make Mr. Miller angry.

2. Jim returned the supplies because
   a. ✓ he knew it was just like stealing.
   b. __________ his father already had enough for the rabbit pen.
   c. __________ Ben told him to.

3. Mr. Miller didn't fire Jim because
   a. __________ he needed all his workers.
   b. ✓ he had been honest.
   c. __________ he offered to pay for the supplies he had taken.

Fill in the blanks to complete the paragraphs below.

Jim worked for Miller's Building Supply Company. He told Ben and Victor that he promised to build a rabbit pen. Victor walked over to the corner of the warehouse. He came back carrying some two-by-fours tar paper, and a roll of wire. He set them down at Jim's feet. Jim did not think he should take the stuff. Ben and Victor said that he deserved extras. They said he worked hard and should be able to take a few things now and then. Ben said the stuff only cost about five dollars. He said no one would miss it.

Jim took the supplies. But on his way home, he changed his mind. He knew it was like stealing five dollars out of the store's cash register. He turned around and went back to Miller's. He opened the back door and put the things back where they were.

Mr. Miller was watching him. He asked Jim what he was doing. Jim told him the truth and asked if he was fired. Mr. Miller said no. He said he needed all the honest employees he could get.

Reading Activity #33—Answers continued

Think about it.

1. Do you think Jim had a right to take some supplies?

open-ended

2. What would you have done in this situation?

open-ended

505

Values clarification Skills

Math Activity #33

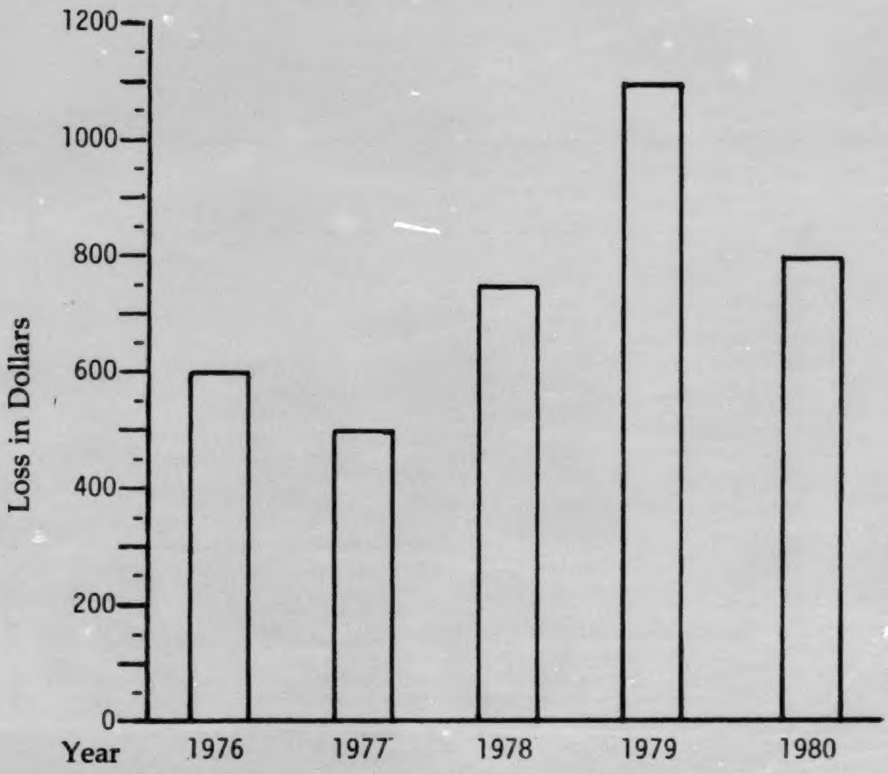
Vocabulary: **materials, difference, employee, theft**

This activity will give you practice with using a bar graph.

(Show all of your work in the space provided.)

Below is a graph made by Miller's Building Supply Company. Use it to help you answer the questions.

Loss of Materials Due to Employee Theft



1. This graph shows the ______________________________
____.

Name______________________________

506

Math Activity #33 continued

2. The cost of materials lost in 1977 was?

3. The biggest difference in loss from one year to the next was between which 2 years? How much was the difference?

4. From 1976 to 1980, what was the total amount in dollars that Miller's Building Supply lost to employee theft?

5. How much more was lost through employee theft in 1979 than in 1977?

6. One-third of the cost of materials lost in 1980 was in lumber. About how much money would this be?

7. Find the average amount lost per year for the 5 years shown on the chart.

______________________________Name

Values clarification Skills

Math Activity #33—Answers

Vocabulary: **materials, difference, employee, theft**

This activity will give you practice with using a bar graph.

(Show all of your work in the space provided.)

Below is a graph made by Miller's Building Supply Company. Use it to help you answer the questions.

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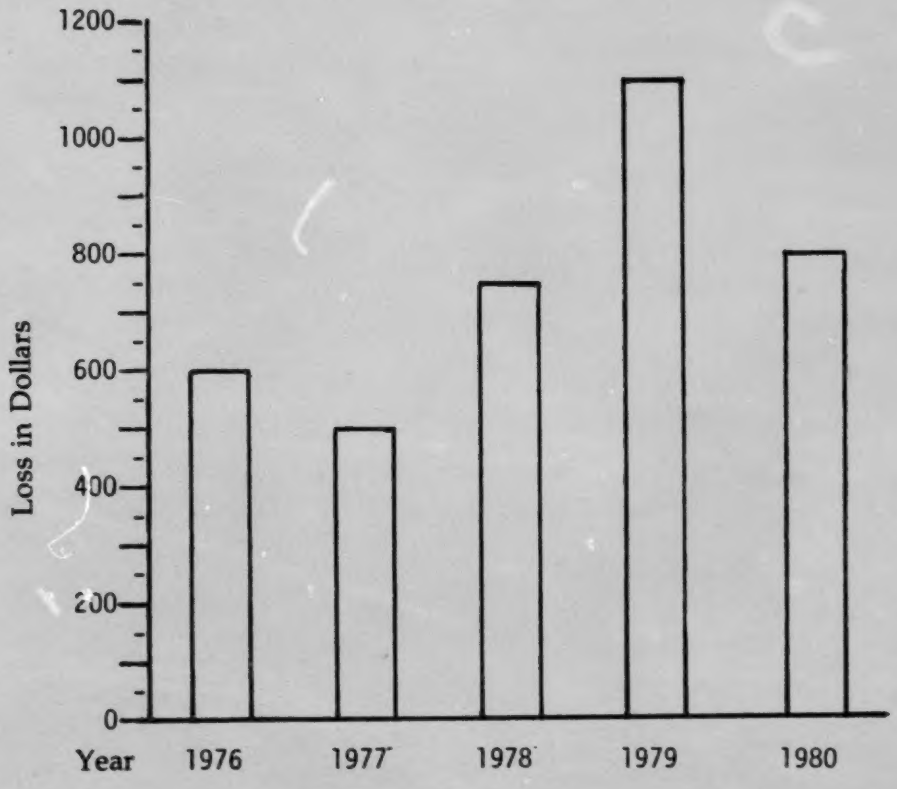


1. This graph shows the yearly cost due to theft by employees at Miller's Building Supply Company.

Values clarification Skills

Math Activity #33—Answers continued

2. The cost of materials lost in 1977 was?

$500.00

3. The biggest difference in loss from one year to the next was between which 2 years? How much was the difference?

1978-79

$1100
− 750
$ 350

4. From 1976 to 1980, what was the total amount in dollars that Miller's Building Supply lost to employee theft?

1976	$600
1977	500
1978	750
1979	1100
1980	+ 800
	$3750

5. How much more was lost through employee theft in 1979 than in 1977?

1979	$1100
1977	− 500
	$ 600

6. One-third of the cost of materials lost in 1980 was in lumber. About how much money would this be?

$$\begin{array}{r} \$266.67 \\ 3\,\overline{)\,\$800.00} \end{array}$$

7. Find the average amount lost per year for the 5 years shown on the chart.

$600
500
750
1100
800
$3750

$$\begin{array}{r} \$750 \\ 5\,\overline{)\,\$3750} \end{array}$$

VCS10 LESSON: DECISION MAKING

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify the proper steps of the decision-making process.

RESOURCES:

Required: 1. Employability Activity #34: YOU DECIDE

Optional: 1. Wooden, R.J. Decision-making. In *Succeeding on your first job.* Columbus: The Ohio State University, Agriculture Education Curriculum Materials Service, 1977
2. State Department of Education, Division of Vocational Education. Choosing your work. In *Occupational work experience.* Columbus: The Ohio State University, Trade and Industrial Education Instructional Materials Laboratory, 1976

TEACHER DELIVERY SYSTEM:

1. Chalkboard discussion
2. Lecture

CONTENT OUTLINE:

I. Present list of the decision-making process:
   A. State the problem. What is to be accomplished?
   B. Gather facts of the problem. What are the true circumstances?
   C. List possibilities and/or alternatives for taking action.
   D. Make a decision to solve the problem.
   E. Evaluate the decision. Was it successful? Why or why not?

II. Present examples.

LEARNING ACTIVITIES:

Have students:

1. Identify several problems and use the decision-making process to find a satisfactory solution.
2. Complete Employability Activity #34: YOU DECIDE.

EVALUATION:

1. Students will list and discuss the steps in the decision-making process.
2. Students will discuss Employability Activity #34: YOU DECIDE.

Values clarification Skills

Employability Activity #34

YOU DECIDE

In each of the following situations, a decision is needed. After you read each one, show that you know the steps in making a decision.

1. State the problem or what needs to be accomplished.
2. Gather all the facts about the problem.
3. List some possible ways in which the problem could be solved.
4. Make a decision on which way to solve the problem.

Situation 1:

John always goes to his grandmother's house for Thanksgiving. His whole family gathers and he really enjoys it. It means a lot to his grandmother, too. But this year his girlfriend, Ann, has invited him to spend Thanksgiving with her family. John really likes Ann and he knows she wants him to meet all her relatives. But on the other hand, he hates to miss his own family gathering. Use steps #1, #2, #3, and #4 shown above to make a decision for John.

______________________________Name

Employability Activity #34 continued

Situation 2:

Pam finally landed the part-time job she'd been hoping for. It's a job in a day-care center three mornings a week. The school will permit her to do this as long as it doesn't keep her from going to any required classes. She's checked it out with the guidance counselor and it's okay. Now she finds out that the special typing course she's been wanting to take is going to be offered this term in the mornings. Since Pam will be graduating, this is her last chance to take the course. It isn't required, but she was told it would really help her in getting a job. Now she doesn't know what to do—take the typing course or the part-time job. Use steps #1, #2, #3, and #4 to make a decision for Pam.

Name________________________________

Values clarification Skills

Reading Activity #34

Vocabulary: **experience, orchard, decision, responsibility, possible**

HARD TO CHOOSE

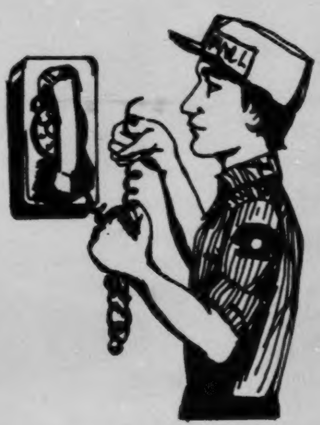
Terry Winters thought that life sure was funny. For the past 2 months he had been looking for a summer job. Every place he went the people said they were sorry. They already had more than enough kids for summer jobs. They wanted people with experience. Terry just had no luck.

Now, all of a sudden, he had two job offers. One of them was with the telephone company. They would train him and he would learn some things about putting phones in people's homes. The pay was good, too. Terry thought that maybe if he liked the job and the telephone company liked him, they would hire him full time in the fall.

The other job was completely different. It was a job as a worker at an orchard. His friend Jeff's father owned the orchard. He was hiring some kids to help him during the summer. Jeff and three more of Terry's friends were going to work there. It would probably be the last time they were all together. At the end of the summer Ron was going into the Army and Jeff was going to college. Terry knew the pay at the orchard wouldn't be nearly as much as he would get with the phone company. Plus there was no chance of getting a full-time job at the orchard. In the fall, Terry would have to start looking all over again.

"It's times like these," Terry said to his father, "when I wish someone would just tell me what to do."

His father looked at him for a moment. "All right, Terry, I'll tell you what to do. Go to work for the phone company."



"But I want to work at the orchard with the rest of the gang!" Terry cried.

"OK, then," his father said, "Go work at the orchard."

Terry shook his head. "The pay is lousy, and in the fall I'll have to look for a job again."

"You see?" his father asked. "I can't decide for you. Let's say I tell you what job to take. You take it and then you're unhappy with it. You can't blame me. Instead, you have to make your own decision and take the responsibility for the outcome."

"Yeah, I guess you're right," Terry said. "The trouble is I want to do both things."

______________________________Name

Reading Activity #34 continued

Terry's father smiled, "I don't think that's possible. Why don't you try this. Make a list for the phone company and for the orchard. Write down all the good and bad things about each. Then, after looking at your list, decide which is more important to you. Make your decision and stick with it. Don't spend all summer wishing you'd taken the other job."

Terry nodded. His father was right. Now for the hard job of making a decision.

What would you do?

Name________________________________

Reading Activity #34 continued

Fill in the blanks to complete the paragraphs below.

Terry was having trouble finding a summer job. Then __________ of a sudden he was __________ two jobs. One job __________ with the phone company. __________ would learn to put __________ in people's homes. The __________ company would train him. __________ would also make __________ of money. If Terry __________ a good job, the __________ company might hire him __________ in the fall.

The __________ job was working for __________ father at an orchard. __________ whole gang would be __________. It was the last __________ they would all be __________ for a while. Terry thought __________ would be a lot of __________.

He couldn't decide which __________ to take. His father __________ him to make a __________ for each job. He __________ Terry to write down __________ the good and bad __________ about each job. This would help Terry to make a decision.

____________________________________ Name

Values clarification Skills

Reading Activity #34—Answers

Fill in the blanks to complete the paragraphs below.

Terry was having trouble finding a summer job. Then all of a sudden he was offered two jobs. One job was with the phone company. He would learn to put phones in people's homes. The telephone company would train him. He would also make lots of money. If Terry did a good job, the telephone company might hire him full-time in the fall.

The other job was working for Jeff's father at an orchard. The whole gang would be there. It was the last time they would all be together for a while. Terry thought it would be a lot of fun.

He couldn't decide which job to take. His father told him to make a list for each job. He told Terry to write down all the good and bad things about each job. This would help Terry to make a decision.

Values clarification Skills

Math Activity #34

Vocabulary: **satisfied, Social Security, deductions**

This activity will give you practice with computing working hours and wages.

(Show all of your work in the space provided.)

1. Terry was trying to decide between a job with the phone company and a job at the orchard. Here's what he wrote down about each job.

	Hours/Day	Days/Week	Dollars/Hour
Phone company	8	5.5	$4.30
Orchard	9	5	$3.45

a. How many hours a week would Terry work at the phone company?

b. How many hours a week would he work at the orchard?

c. How much would he earn for a day's work at the orchard?

______________________________Name

Math Activity #34 continued

d. How much would he make for one week of work at the phone company?

e. How much more would Terry make each week working for the phone company than working at the orchard?

2. If he is satisfied with Terry's work after 3 months, the man at the orchard says he will give Terry a $.15 an hour raise. At that rate how much would he earn each day?

3. At the phone company Terry would be paid every Friday. Amounts would be deducted from his pay each week for federal income tax, Social Security, state tax, and local tax, among other things. What will Terry's take-home pay be each week if the deductions total $37.84?

Name______________________________

Values clarification Skills

Math Activity #34—Answers

Vocabulary: **satisfied, Social Security, deductions**

This activity will give you practice with computing working hours and wages.

(Show all of your work in the space provided.)

1. Terry was trying to decide between a job with the phone company and a job at the orchard. Here's what he wrote down about each job.

	Hours/Day	Days/Week	Dollars/Hour
Phone company	8	5.5	$4.30
Orchard	9	5	$3.45

a. How many hours a week would Terry work at the phone company?

5.5 days per week
x 8 per day
44 hours

b. How many hours a week would he work at the orchard?

9 per day
x 5 days
45 hours

c. How much would he earn for a day's work at the orchard?

$3.45 per hour
x 9 hours
$31.05

Math Activity #34—Answers continued

d. How much would he make for one week of work at the phone company?

$4.30 per hour
x 44 hours
$189.20 per week

e. How much more would Terry make each week working for the phone company than working at the orchard?

$3.45
x 45
$155.25

$189.20 phone company
− 155.25 orchard
$ 33.95

2. If he is satisfied with Terry's work after 3 months, the man at the orchard says he will give Terry a $.15 an hour raise. At that rate how much would he earn each day?

$3.45
+ .15
$3.60

$3.60 per hour
x 9 hours
$32.40 per day

3. At the phone company Terry would be paid every Friday. Amounts would be deducted from his pay each week for federal income tax, social security, state tax, and local tax, among other things. What will Terry's take-home pay be each week if the deductions total $37.84?

$189.20
− 37.84 deductions
$151.36 take-home

JPRS1 LESSON: INTRODUCTION TO CAREER AWARENESS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify specific jobs within job clusters by giving five examples.

RESOURCES:

Required:
1. United States Department of Labor, Bureau of Labor Statistics. *Occupational outlook handbook.* Washington, D.C.: U.S. Government Printing Office, latest edition.
2. Employability Activity #35: FIFTEEN CAREER CLUSTERS
3. Teacher-prepared index cards of specific job titles
4. Employability Activity #35: VOWEL SWITCHING PUZZLE

Optional:
1. Chalkboard, cassette tape player, signs (cardboard)
2. United States Department of Labor, U.S. Employment Service. *Dictionary of occupational titles (DOT).* Washington, D.C.: U.S. Government Printing Office, latest edition.

TEACHER DELIVERY SYSTEM:

1. Filmstrips
2. Discussion

CONTENT OUTLINE:

I. Introduction:
All of the jobs that exist are grouped into 15 occupational clusters. (Refer to Employability Activity #35: FIFTEEN CAREER CLUSTERS and *Occupational Outlook Handbook).*

II. List job clusters on chalkboard during discussion with students.

III. Have students develop list of jobs that exist in a specific occupational cluster.

LEARNING ACTIVITIES:

1. Give students index cards with previously unused examples of specific job titles to be found in the local job market. Have students group the titles by job clusters.
2. Have students complete Employability Activity #35: VOWEL SWITCHING PUZZLE.

EVALUATION:

1. Students will discuss job clusters.
2. Students will discuss Employability Activity #35: VOWEL SWITCHING PUZZLE.

Employability Activity #35

FIFTEEN CAREER CLUSTERS

The fifteen career clusters identified by the United States Department of Education are as follows:

1. Agri-Business and Natural Resources
2. Business and Office
3. Communications and Media
4. Construction
5. Consumer and Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Services
15. Transportation

______________________________ Name

Employability Activity #35 continued

VOWEL SWITCHING PUZZLE

There is a list of words at the bottom of the next page. Match these words with their proper definition and write the word in the box.

The words in each definition have switched vowels. Use the chart to find the correct vowels.

e sarriandung ir
boung sarriandod
a surrounding or
being surrounded
environment

a	into	u
e	into	a
i	into	o
o	into	e
u	into	i

1. mennor ir mothid if bauldung ________________

2. ti meko by hend ir ospocuelly by mechunory ________________

3. e moens if cinvoyenco ________________

4. e trensmuttung ________________

5. tho mennor if boung dustrubatod ________________

6. e porsin whi asos giids ir sorvucos ________________

Name________________________________

Employability Activity #35 continued

7. eny firm if pley, emasomont, ir rolexetuin ____________ ☐

8. tho bayung end sollung if cimmidutuos end sorvucos ____________ ☐

9. physucel end montel woll boung ____________ ☐

10. lengaegos end lutoretaro ____________ ☐

distribution
business
humanities
construction
manufacturing
recreation
consumer
transportation
health
communication

____________ Name

Employability Activity #35—Answers

VOWEL SWITCHING PUZZLE

There is a list of words at the bottom of the next page. Match these words with their proper definition and write the word in the box.

The words in each definition have switched vowels. Use the chart to find the correct vowels.

e sarriandung ir
boung sarriandod
a surrounding or
being surrounded
environment

a	into	u
e	into	a
i	into	o
o	into	e
u	into	i

1. mennor ir mothid if bauldung manner or method of building — construction

2. ti meko by hend ir ospocuelly by mechunory to make by hand or especially by machinery — manufacturing

3. e moens if cinvoyenco a means of conveyance — transportation

4. e trensmuttung a transmitting — communication

5. tho mennor if boung dustrubatod the manner of being distributed — distribution

6. e porsin whi asos giids ir sorvucos a person who uses goods or services — consumer

Employability Activity #35—Answers continued

7. eny firm if pley, emasomont, ir rolexetuin any form of play, amusement, or relaxation | recreation

8. tho bayung end sollung if cimmidutuos end sorvucos the buying and selling of commodities and services | business

9. physucel end montel woll boung physical and mental well being | health

10. lengaegos end lutoretaro languages and literature | humanities

distribution
business
humanities
construction
manufacturing
recreation
consumer
transportation
health
communication

Reading Activity #35

Vocabulary: **graduation, responsibility, industry, factory, crystal, expensive, personnel, construction, medical technologist**

FINDING OUT WHAT'S OUT THERE

"Have you thought any more about graduation, Kurt?"

I looked up from the TV. It was the usual after-dinner scene. Mom was sewing; Dad was reading the paper. I was stretched out on the rug in front of the TV. Chipper, our dog, was snoozing at the foot of Mom's chair.

Dad had asked me the question. It wasn't the first time either. Since January he had been after me to start making plans. Now it was March, and I still didn't have any ideas. School would be out in June, and I knew Dad was expecting me to have a job by then.

The trouble was that I didn't really know what I wanted to do. I don't know how people expect you to know what you want to do for the rest of your life when you're only 17 years old. I turned and said almost this same thing to Dad.

He laughed. "Well, I know it's not easy. But you have to take the responsibility. You have to try and find out what's out there to choose from. Look around. Visit places. Talk to people. Ask questions. You'll be surprised how much you will learn."

I thought about what Dad said for the rest of that week. Then, when spring break came at school, I decided to do what he said. It turned out to be one of the best things I could have done.

Our town's main industry is a glass factory, so I started there. First I took a tour of the plant. Most places give free tours, and they can be really interesting. On this tour the workers showed how they make the different kinds of glass and all the different things glass is used for. The part that I found really amazing was the way they make the crystal. That's the most beautiful and expensive type of glass. There are different people for each step. You have to train for years before you're really good at it. One of the workers was taking a break so I talked with him. He said he enjoyed his work because he was making beautiful things.

After the tour I went to the personnel office. I told them a little about myself and what I was trying to do. They gave me some information to read and told me to come back and see them whenever I wanted to.

Name________________________________

Reading Activity #35 continued

That visit was so interesting that I decided to visit as many local industries as possible. I went to the shoe factory, to the electric and phone companies, and to a carpet company. I discovered jobs I never even knew about. The people at the construction firm I visited were really nice. They let me spend a morning at a site where they were working. I got to watch the different workers and ask them questions.

Another thing I did was to go into just about every building downtown I could. I talked to salesclerks and managers in different stores. I watched the mechanics at one of the car dealerships. I talked to the people who work in the post office.

By the end of that week I figure I must have talked to over a hundred different people about their jobs. And I had found a lot of things I wanted to do. Being a telephone repairman had looked pretty interesting. I also thought I'd like to be a carpenter, an ambulance driver, a plumber, a car salesman, a medical technologist, a post office worker, an electrician, and one of the people who shaped the crystal at the glass factory.

I had accomplished what I had set out to do. I now had a pretty good idea of the kinds of jobs there were. By talking to people I had also learned what they thought of their jobs.

Now I had another problem. I told Dad and Mom about it. "Before, I didn't know what kinds of jobs were out there. I didn't have any idea what I wanted to do. Now I can think of all sorts of things I want to do. And I have to decide which one I'm most interested in!"

"Well," my father said, "That's half the battle. It's a lot easier to make up your mind about something when you have good things to choose from."

______________________________ Name

Reading Activity #35 continued

How well did you read? Complete the following sentences.

1. Kurt's father wanted him to
   a. __________ go to college.
   b. __________ find a job.
   c. __________ leave home after graduation.

2. Kurt visited lots of stores and businesses
   a. __________ to make some money over spring break.
   b. __________ as part of a school project.
   c. __________ to find out what sorts of jobs there were.

3. Kurt found out
   a. __________ it was very hard to get a job.
   b. __________ there were many interesting jobs.
   c. __________ there was nothing he wanted to do.

The following sentences are not in the correct order according to the story. Show the order that the events happened in the story by using numbers. Put a *1* by the event that happened first, a *2* by the event that happened second, and so on.

__________ Kurt had to decide which job he was most interested in.

__________ Kurt had a good idea of the kinds of jobs there were.

__________ Kurt went to the personnel office at the glass factory.

__________ Kurt's father asked him if he had any plans for after graduation.

__________ Kurt talked to all sorts of people about their jobs.

__________ Kurt took a tour of a glass factory.

__________ Kurt went to the phone company.

Name______________________________

Reading Activity #35—Answers

How well did you read? Complete the following sentences.

1. Kurt's father wanted him to
   a. ______ go to college.
   b. ___✓___ find a job.
   c. ______ leave home after graduation.

2. Kurt visited lots of stores and businesses
   a. ______ to make some money over spring break.
   b. ______ as part of a school project.
   c. ___✓___ to find out what sorts of jobs there were.

3. Kurt found out
   a. ______ it was very hard to get a job.
   b. ___✓___ there were many interesting jobs.
   c. ______ there was nothing he wanted to do.

The following sentences are not in the correct order according to the story. Show the order that the events happened in the story by using numbers. Put a *1* by the event that happened first, a 2 by the event that happened second, and so on.

___7___ Kurt had to decide which job he was most interested in.
___6___ Kurt had a good idea of the kinds of jobs there were.
___3___ Kurt went to the personnel office at the glass factory.
___1___ Kurt's father asked him if he had any plans for after graduation.
___5___ Kurt talked to all sorts of people about their jobs.
___2___ Kurt took a tour of a glass factory.
___4___ Kurt went to the phone company.

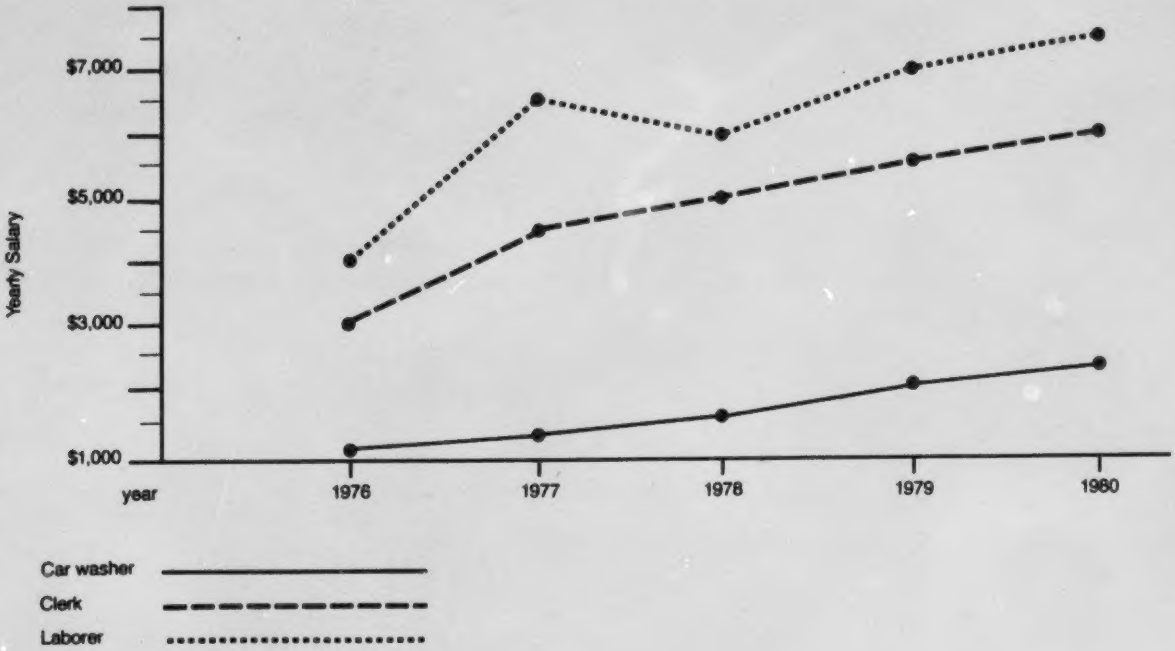
Math Activity #35

Vocabulary: **salaries, careers, laborer, yearly**

This activity will give you practice with reading a line graph.

(Show all of your work in the space provided.)

Kurt was trying to find out about different careers. He was able to get the following information on salaries, from which he made a graph. Use it to help you answer the questions.



1. About how much were clerks making in 1978?

Name________________________________

Math Activity #35 continued

2. The biggest change in salary from one year to the next occurred in what job? What years? How much did the salary increase?

3. In 1976 which job had the highest yearly salary? How much was it?

4. Which job had the least amount of growth in yearly salary from 1976 to 1980? How much was the increase?

5. Mr. Adams has two daughters. One daughter is a car washer. The other daughter is a clerk. Mr. Adams is a laborer. In 1979 what was the total of their salaries?

6. How much greater was the total of their salaries in 1980 than in 1979?

______________________________Name

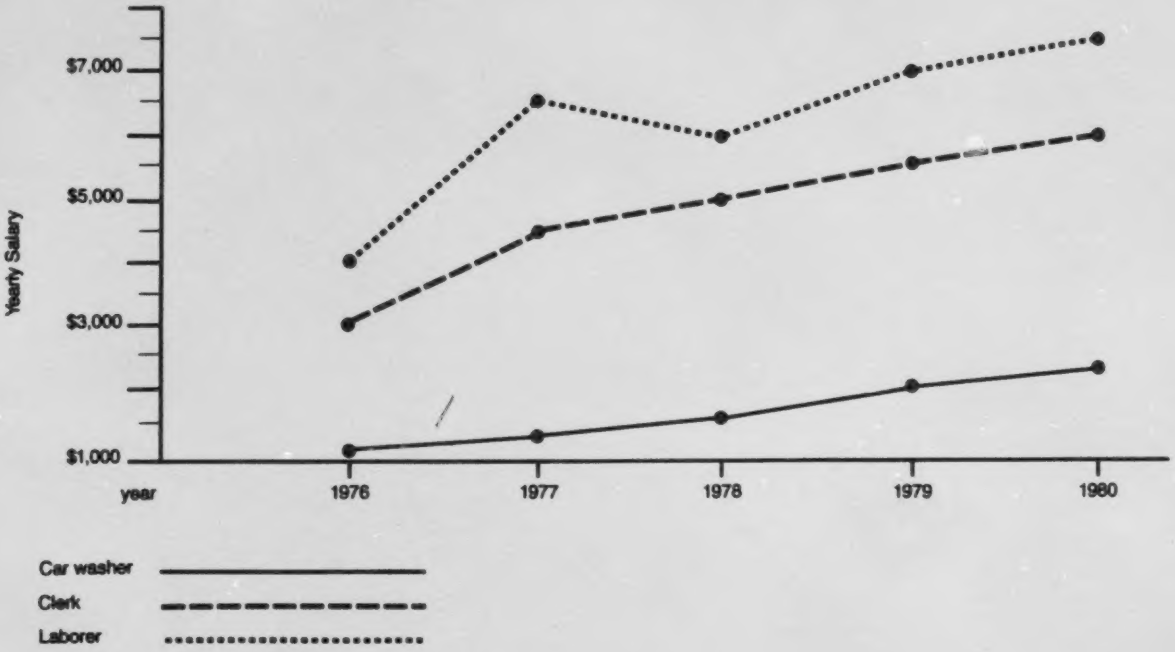
Math Activity #35—Answers

Vocabulary: **salaries, careers, laborer, yearly**

This activity will give you practice with reading a line graph.

(Show all of your work in the space provided.)

Kurt was trying to find out about different careers. He was able to get the following information on salaries, from which he made a graph. Use it to help you answer the questions.



1. About how much were clerks making in 1978?

$5000.00

Math Activity #35—Answers continued

2. The biggest change in salary from one year to the next occurred in what job? What years? How much did the salary increase?

laborer

between 1976 and 1977

$6500.00
- 4000.00
$2500.00

3. In 1976 which job had the highest yearly salary? How much was it?

laborer

$4000.00

4. Which job had the least amount of growth in yearly salary from 1976 to 1980? How much was the increase?

car washer

$2250.00
— 1000.00
$ 1250.00

5. Mr. Adams has two daughters. One daughter is a car washer. The other daughter is a clerk. Mr. Adams is a laborer. In 1979 what was the total of their salaries?

$7000 laborer
+ 5500 clerk
2000 car washer
$ 14,500 total

6. How much greater was the total of their salaries in 1980 than in 1979?

$7500 laborer
6000 clerk
2250 car washer
$15,750 total (1980)

$15,750 (1980)
- 14,500 (1979)
$ 1,250

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify and assess individual abilities/qualities by giving three examples of each.
2. Use the *Dictionary of Occupational Titles (DOT)* to list the jobs that match students' abilities.

RESOURCES:

Required:
1. United States Department of Labor, U.S. Employment Service. *Dictionary of occupational titles (DOT).* Washington, D.C.: U.S. Government Printing Office, latest edition.
2. United States Department of Labor, Bureau of Labor Statistics. *Occupational outlook handbook.* Washington, D.C.: U.S. Government Printing Office, latest edition.
3. Chalkboard
4. Employability Activity #36: TAKING STOCK OF YOURSELF
   Employability Activity #36: VOCABULARY PUZZLE

Optional:
1. United States Department of Defense. *Military-civilian occupational source book.* Fort Sheridan, Ill.: Military Enlistment Processing Command, latest edition.

TEACHER DELIVERY SYSTEM:

1. Discussion

CONTENT OUTLINE:

I. Introduction:
The evaluation of personal and skill abilities is very important to how well or how satisfied we will be in various occupations.
   - A. Personal attributes: responsible, enthusiastic, honest, motivated
   - B. Skill attributes: operate various pieces of equipment, perform certain tasks
   - C. Attributes of individuals
   - D. Importance of matching those attributes to jobs obtained

II. Teacher will discuss with students what attributes are and how they relate to employment using the *Dictionary of Occupational Titles (DOT)* and the *Occupational Outlook Handbook.*

III. Relate attributes given by students to specific jobs.

LEARNING ACTIVITIES:

Have students:
1. Complete Employability Activity #36: TAKING STOCK OF YOURSELF
2. Complete Employability Activity #36: VOCABULARY PUZZLE

EVALUATION:

1. Students will explain three areas in which they have vocational ability and three areas in which they have little vocational ability and interest.
2. Students will list three jobs that match abilities and interests from *Dictionary of Occupational Titles*.
3. Students will discuss vocabulary words in Employability Activity #36: VOCABULARY PUZZLE.

JPRS2 LESSON: ASSESSING SELF-ABILITIES/QUALITIES

Job procurement and retention Skills

Employability Activity #36

TAKING STOCK OF YOURSELF

Rate your strengths. Be honest! Then decide which of these you will want to stress with the interviewer and how you can do so.

My Strengths (Circle the Number)	How I Can Show This to the Interviewer
1. Education 1 2 3 4	
2. Health and physical condition 1 2 3 4	
3. Work experience 1 2 3 4	
4. Personality 1 2 3 4	
5. Interest in self-improvement 1 2 3 4	
6. Appearance 1 2 3 4	
7. Skills 1 2 3 4	
8. Willingness to work 1 2 3 4	
9. Dependability 1 2 3 4	
10. Personal honesty 1 2 3 4	
11. Ability to cooperate with others 1 2 3 4	
12. Respect for authority 1 2 3 4	
13. Ability to follow directions 1 2 3 4	

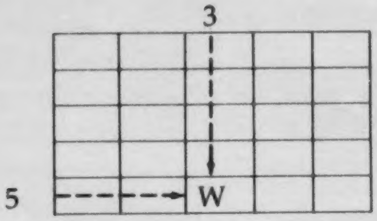
Name______________________________

Employability Activity #36 continued

VOCABULARY PUZZLE

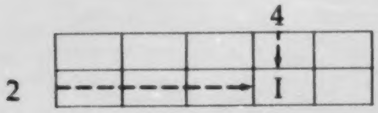
To solve these problems use the chart below.

Example:

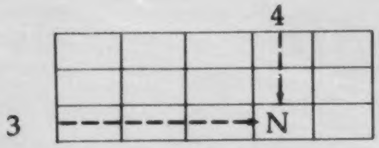


53 Becomes W

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z



24 Becomes I



34 Becomes N

53-24-34 Becomes WIN

Change the numbers into a vocabulary word.

1. having a pride in oneself 41-43-35-51-14
2. skillful in doing something 13-32-15-52-15-43
3. talent 11-12-24-32-24-45-54

______________________ Name

Employability Activity #36 continued

4. make better 24-33-41-43-35-52-15 ______________________________

5. concern or curiosity about something 24-34-45-15-43-15-44-45 ______________________________

6. favorable outcome or result 44-51-13-13-15-44-44 ______________________________

7. to accomplish 11-13-23-24-15-52-15 ______________________________

8. to make ready 41-43-15-41-11-43-15 ______________________________

9. to determine by reckoning 13-35-33-41-51-45-15 ______________________________

10. earnest, steady effort 24-34-14-51-44-45-43-24-35-51-44 ______________________________

Name______________________________

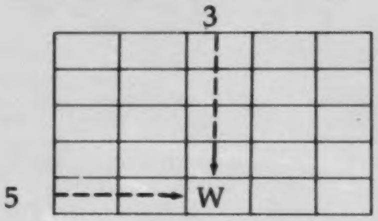
Job procurement and retention Skills

Employability Activity #36—Answers

VOCABULARY PUZZLE

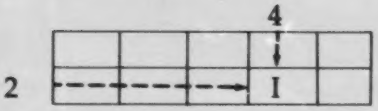
To solve these problems use the chart below.

Example:

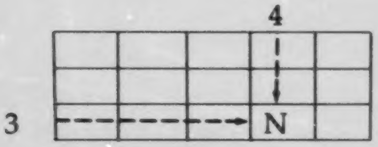


53 Becomes W

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z



24 Becomes I



34 Becomes N

53-24-34 Becomes WIN

Change the numbers into a vocabulary word.

1. having a pride in oneself 41-43-35-51-14
   proud
2. skillful in doing something 13-32-15-52-15-43
   clever
3. talent 11-12-24-32-24-45-54
   ability

540

Employability Activity #36—Answers continued

4. make better 24-33-41-43-35-52-15
improve

5. concern or curiosity about something 24-34-45-15-43-15-44-45
interest

6. favorable outcome or result 44-51-13-13-15-44-44
success

7. to accomplish 11-13-23-24-15-52-15
achieve

8. to make ready 41-43-15-41-11-43-15
prepare

9. to determine by reckoning 13-35-33-41-51-45-15
compute

10. earnest, steady effort 24-34-14-51-44-45-43-24-35-51-44
industrious

Reading Activity #36

Vocabulary: **affirmative, computing**

COMPUTE-A-JOB

George filled out five different forms. They all were about the skills that he had. Some skills were from his education, like math or reading ability; others had to do with physical work skills. He was giving them to a computer that would tell him his best chance for work. That's how things were in the year 2020.

"I-am-JAC. Are-your-forms-complete?"

"Sure, but I don't see how this will help pick the right work for me."

"I-am-JAC . . . the-Job-Assignment-Computer. I-am-programmed-to-study-your-skills-and-pick-the-best-job-for-you."

"OK, here are the forms. Do I have to put them in this slot here?"

"Affirmative."

"And I'll be called when you're done computing what I'm best at?"

"Affirmative."

"Good enough. See ya' later JAC."

The young man left the room that was filled with blinking lights and spinning tape reels. Down the hall a short way was a coffee shop. He sat down next to someone who looked to him like he might be waiting, too.

"My name's George," said the young man. "Are you waiting for JAC, too?"

"Hi—mine's Rich. Yeah, I'm waiting. It's the second time for me. First time was a total loss."

"Why? What happened?" asked George.

"That thing said I'd make a good accountant. I'm pretty good in math, see, but I just can't stand working at a desk all day. I kept daydreaming and gawking out the window. Pretty soon I was fired."

"Oh—that's too bad."

__________________________________Name

Reading Activity #36 continued

"No! It's the best thing that ever happened to me. I hated that job. I want to work outside. I think surveying would be good work for me. But, they say you should take what JAC gives you."

"Number-12-come-in . . . Number-12," they heard over a loudspeaker. "Your-data-are-ready . . . Number-12." This was George's number. He got up quickly and walked back to JAC's room. George was anxious. At last he would find out what he was going to be.

"Are-you-Number-12?" the computer said.

"Yep," George replied.

"The-data-state-that-you-are-very-able-in-the-sciences . . . Many-of-your-skills-would-make-you-suited-for-lab-work."

"Wow, that's great! All my life I wanted to be a scientist. I can see it now—my own lab. I'd have a dozen people working for me and another three I'd have just for washing test tubes."

"But-because-of-your-other-qualities-you-would-be-better-at-giving-service-to-others."

"No—I don't think so."

"Silence!-What-you-think-is-not-important. My-judgment-is-always-correct. I-have-perfect-logic-circuits. My-calculations-are-never-wrong."

"Well, what kind of service to others?"

"The-sum-of-our-data-on-you-shows-without-error-your-best-career-choice."

"Oh?"

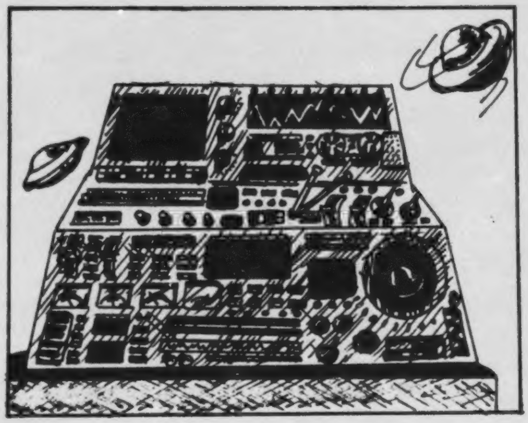
"You-will-make-a-fine-surgeon."

"Ha ha ha . . . I faint at the sight of blood! I think I'll just do a little computing on my own. I know I can come up with something better than that. See ya' later JAC!"

Name______________________________

Reading Activity #36 continued

How well did you read? Complete the following sentences.



1. JAC was
   a. __________ a computer.
   b. __________ an employment agency.
   c. __________ a series of forms to fill out.

2. George was using JAC
   a. __________ to get a job.
   b. __________ to find out what sort of work he was suited for.
   c. __________ to provide job training.

3. JAC told George
   a. __________ he should be a surgeon.
   b. __________ he would faint at the sight of blood.
   c. __________ he should be an accountant.

Fill in the blanks to complete the paragraphs below.

George filled out five different forms. He had to __________ about the skills that __________ had. He gave the __________ to a computer. The ______________ would tell him what __________ of job he would __________ best in. It was __________ year 2020.

514

______________________________Name

Reading Activity #36 continued

The computer's ________ was JAC. JAC stood ________ Job Assignment Computer. It ________ programmed to study a ________ skills and pick the ________ job for that person.

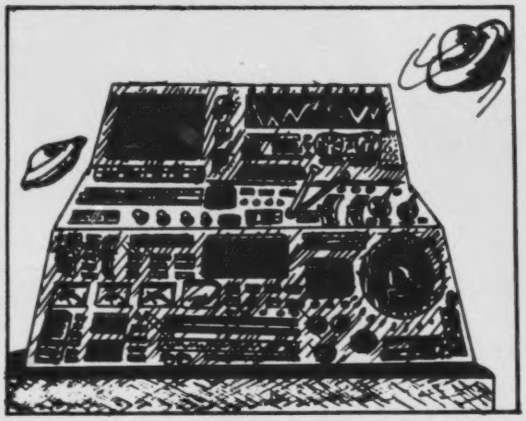
________ told George that he ________ very able in the ________. It said that he ________ suited for lab work. ________ said he should be ________ surgeon. George laughed because he always fainted at the sight of blood.

Name________________________________

Job procurement and retention Skills

Reading Activity #36—Answers

How well did you read? Complete the following sentences.



1. JAC was
   a. ✓ a computer.
   b. ______ an employment agency.
   c. ______ a series of forms to fill out.

2. George was using JAC
   a. ______ to get a job.
   b. ✓ to find out what sort of work he was suited for.
   c. ______ to provide job training.

3. JAC told George
   a. ✓ he should be a surgeon.
   b. ______ he would faint at the sight of blood.
   c. ______ he should be an accountant.

Fill in the blanks to complete the paragraphs below.

George filled out five different forms. He had to write about the skills that he had. He gave the forms to a computer. The computer would tell him what kind of job he would be best in. It was the year 2020.

The computer's name was JAC. JAC stood for Job Assignment Computer. It was programmed to study a person's skills and pick the best job for that person.

JAC told George that he was very able in the sciences. It said that he was suited for lab work. JAC said he should be a surgeon. George laughed ~~because he always~~ fainted at the sight of blood.

Math Activity #36

Vocabulary: **divisor, dividend, subtrahend, subtractor, computations**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

People who work with computers have a word of their own. It is "GIGO." It stands for Garbage In, Garbage Out. It means that if you give a computer bad or incorrect information (Garbage In) all its computations will be bad or incorrect (Garbage Out). This is true for humans, too. We can check our answers for many kinds of math problems. This way we don't get caught with "GIGO."

1. Here is a division problem someone else worked out.

$$\underset{\text{dividend}}{504} \div \underset{\text{divisor}}{9} = \underset{\text{answer}}{56}$$

To check it multiply the answer by the divisor.

$$9 \times 56 = 504$$

The answer should be equal to the dividend. Use this method to check the following problems. Put a letter *C* in front of correct problems and a letter *X* in front of wrong problems.

a. $945 \div 21 = 42$
b. $3402 \div 63 = 54$
c. $952 \div 17 = 58$

Name________________________________

Math Activity #36 continued

2. You can use addition to check subtraction problems also. Here's an example:

$$\underset{\text{subtrahend}}{123} - \underset{\text{subtractor}}{46} = \underset{\text{answer}}{77}$$

To check it, add the answer to the subtractor.

$$46 + 77 = 123$$

The answer should be equal to the subtrahend. Use this method to check the following problems. Give your answer using the same code you used in answering #1.

a. 456 − 254 = 205
b. 789 − 247 = 538
c. 2569 − 569 = 2000

3. Can you think of a way to check multiplication problems and addition problems?

______________________ Name

Math Activity #36—Answers

Vocabulary: **divisor, dividend, subtrahend, subtractor, computations**

This activity will give you practice with addition, subtraction, multiplication, and division.

(Show all of your work in the space provided.)

People who work with computers have a word of their own. It is "GIGO." It stands for Garbage In, Garbage Out. It means that if you give a computer bad or incorrect information (Garbage In) all its computations will be bad or incorrect (Garbage Out). This is true for humans, too. We can check our answers for many kinds of math problems. This way we don't get caught with "GIGO."

1. Here is a division problem someone else worked out.

504	÷	9	=	56
dividend		divisor		answer

To check it multiply the answer by the divisor.

9 × 56 = 504

The answer should be equal to the dividend. Use this method to check the following problems. Put a letter C in front of correct problems and a letter X in front of wrong problems.

x a. 945 ÷ 21 = 42
c b. 3402 ÷ 63 = 54
x c. 952 ÷ 17 = 58

a. 21
×42
882

b. 63
×54
3402

c. 17
× 58
986

Math Activity #36—Answers continued

2. You can use addition to check subtraction problems also. Here's an example:

$$\underset{\text{subtrahend}}{123} - \underset{\text{subtractor}}{46} = \underset{\text{answer}}{77}$$

To check it, add the answer to the subtractor.

$$46 + 77 = 123$$

The answer should be equal to the subtrahend. Use this method to check the following problems. Give your answer using the same code you used in answering #1.

X a. 456 − 254 = 205
X b. 789 − 247 = 538
C c. 2569 − 569 = 2000

$$\text{a. } \begin{array}{r} 254 \\ +205 \\ \hline \boxed{459} \end{array} \qquad \text{b. } \begin{array}{r} 247 \\ +538 \\ \hline \boxed{785} \end{array} \qquad \text{c. } \begin{array}{r} 569 \\ +2000 \\ \hline \boxed{2569} \end{array}$$

3. Can you think of a way to check multiplication problems and addition problems?

To check multiplication, divide the answer.

8×5 = answer 40

$$\begin{array}{r} 8 \\ 5\overline{)40} \end{array}$$

To check addition, subtract from the answer.

$$\begin{array}{r} 20 \\ +25 \\ \hline 45 \end{array} \qquad \begin{array}{r} 45 \\ -20 \\ \hline 25 \end{array}$$

JPRS3 LESSON: JOB RESOURCES

STUDENT PERFORMANCE OBJECTIVES: The learner will be able to:

1. Identify four sources to locate job opportunities.

RESOURCES:

Required:
1. Job listings from various sources: (e.g., newspapers, fliers)
2. Employability Activity #37: SAMPLE ADS

Optional:
1. Randall, F. *Getting a job.* Belmont, Calif.: Pitman Learning, Inc., 1978.
2. Wooden, R.J. Getting hired. In *Succeeding on your first job.* Columbus: The Ohio State University, Agricultural Education Curriculum Materials Service, 1977.
3. Materials from Employment Security Office and trade magazines

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Individual research by students

CONTENT OUTLINE:

I. Introduction:

Discuss various ways to locate a job and point out key aspects of each.

- A. Newspapers—use Employability Activity #37: SAMPLE ADS as an example
- B. Bureau of Employment Security
- C. Trade magazines
- D. Radio announcements
- E. Public posting of positions
- F. School guidance office/placement office
- G. Employment agencies
- H. Relatives or friends
- I. Others

LEARNING ACTIVITIES:

1. Have each student go to one of each of the categories, choose a specific job area and list the job title; employer's name, address, and telephone number; and all other important information.

EVALUATION:

1. The students will present to the teacher four available jobs and list the source for each.

Employability Activity #37

SAMPLE ADS

PART TIME audio-service technician. Send resume to High Fidelity House, 366 East College Avenue, State College, Pa. 16801. 10

BREAKFAST WAITRESSES—Full time waitresses, waiters, cashiers. Apply in person, Nittany Mall Bradford House. Call 238-0102. 10

BARTENDERS, FULL and part time. Boalsburg Steak House. 466-6251. 10

CLEANING PERSON mornings, 10-15 hours a week. Boalsburg Steak House, 466-6251. 10

WAITRESS—WAITER wanted full time or part time. Apply in person or call after 5 P.M. 238-7460. Steak and Waffle Shop, 1534 North Atherton. 10

BABYSITTER WANTED: Weekend nights in Hecla Park Area, must have experience. Call 1-383-2315 after 6 P.M. 10

MANAGER TRAINEE Reliable person, full responsibility at a fast moving jean store. Apply in person at the Bottom Half, Nittany Mall. 10

FULL TIME Maintenance person and or resident manager for apartment complex, send resume to Box 633, Centre Daily Times, State College, Pa. 16801. Include salary desired. 10

FULL TIME Waitress/waiter, apply in person, Autoport Restaurant, South Atherton Street. 10

CLERK WANTED—Apply in person at Boots Dairyette, 138 South Atherton Street, State College. 10

SECRETARY/OFFICE ASSISTANT for a property casualty insurance agency. General office skills required. Career opportunity available. Phone 238-0544. An Equal Opportunity Employer. 10

KEYPUNCH OPERATOR
SECOND SHIFT

An immediate opening exists in our data processing department for an experienced keypunch operator. Experience on IBM 129 keypunch or data 100 key batch desirable.

RIDGE HOMES
Human Resources Manager
Post Office Box 1200
Milesburg, Pa. 16853
Equal Opportunity Employer m/f
10

CLERK TYPIST
(Part Time)
HOURS:
12:30 P.M.-4:30 P.M.
10

This is an opportunity to further develop your office skills in the Personnel Department whether you are re-entering the labor market or interested in expanding your current skills. Requires a high school business graduate who can type. You will have varied duties in an informal work atmosphere. Apply to Personnel Department:

CHEMCUT CORP.
500 Science Park Road
State College, Pa. 16801
An Equal Opportunity Employer

Snelling and Snelling
World's Largest Employment Service

MICRO-BIOLOGIST: B.S. or M.S. with Food Science exposure. Exp. in thermal canning processes. Research position with nationally known company. Fee paid. $18,000 plus depending on exp.

PROJECT LEADER: M.S. in Food Science. Exp. in food processing, frozen, canned and dry mix. Research duties. Fee paid. $20,000 plus depending on experience.

PURCHASING AGENT: Exp. in supervising and training buyers and expediters. Current with the state-of the-art purchasing techniques for electronic industry. Excellent benefits, interview, relocation and fee paid. $25,000+

444 East College Ave.
State College, PA. 16801
814-234-4332
10

SALES MANAGERS
SALES
REPRESENTATIVES

Make This Job Comparison

1. Immediate earnings upward of $1,000 a month.
2. First year bonus up to $2,200.
3. Complete classroom and field training, including expense paid trip to national sales training center.
4. Continuous advancement training to help you increase earnings.
5. Plenty of prospects. No slack season.
6. Extensive national advertising program.
7. Internationally known Company. Leader in field, multi-million dollar assets.
8. Life-time career opportunity.
9. Retirment fund potential of $401 to $802 a month.
10. Advancement to sales management.

How Does Your Job Compare?
CALL

Mutual of Omaha
People you can count on...
Life Insurance Affiliate: United of Omaha

9 A.M. to 5 P.M. at (717) 326-1726 and after 6 P.M. at (717) 323-8072
Call Collect—for Roland Ouimet

Equal Opportunity Companies M/F
10

FOREMAN, LATHE

Rural South Central Pennsylvania manufacturer of precision machinery has an exceptional opportunity for a

LATHE FOREMAN

Five years plus experience, with production and quality orientation, in SUPERVISING Turret, Engine and N/C Lathe operations will provide consideration for this salaried position.

Excellent starting salary and company-paid benefits.

Contact: Henry W. Codd, Industrial Relations Manager
F.L. SMITHE MACHINE COMPANY, INC.
P.O. Box 36
Duncansville, Penna. 16635
(814) 695-5521

An Equal Opportunity Employer M/F
10

F.B.I. HEADQUARTERS
WASHINGTON, D.C.

Career positions available in Washington, D.C. for clerks, typists and stenographers. Starting salaries $8952-$11,243. High school graduates. No experience necessary. Rapid advancements with excellent benefits. Transportation paid.

Call or Write:

F.B.I.
P.O. BOX 876
WILLIAMSPORT, PA. 17701
717-323-3791

An Equal Opportunity Employer
10

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_______________________ Name

Reading Activity #37

Vocabulary: **application, offering, employment agencies, Bureau of Employment Security, carpentry, remodeling**

THE JOB HUNT BLUES

"Match! C'mon match, you turkey!—60, what a bummer!"

"What was yours?"

"80," Frank said, as he walked away from the pinball machine. "That was my last quarter. Oh well, I played for 3 hours on 50¢. I beat it about 15 times, and matched the last two numbers about 5 times."

"How long have you been here?"

"I came in after lunch."

"Are you still looking for a job?"

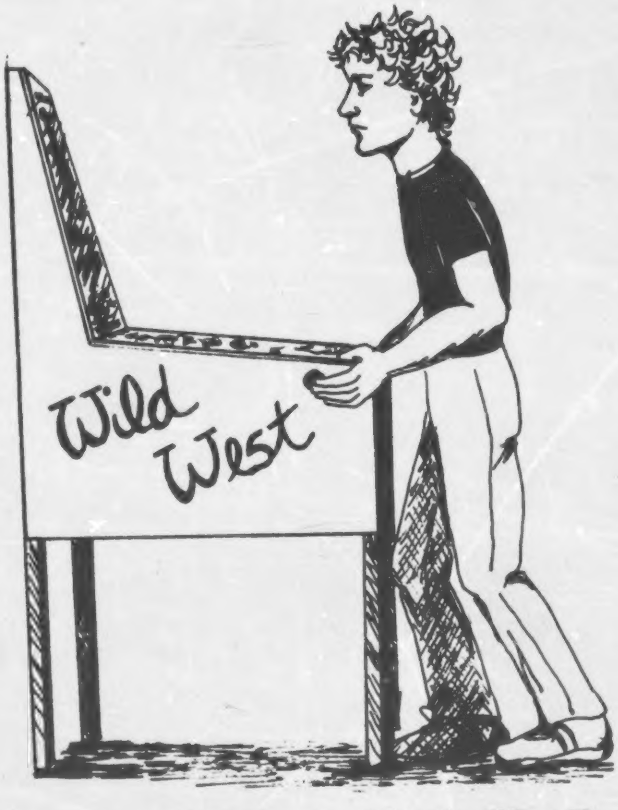
Frank thought a minute. He was staring as if he really didn't know how to answer me.

"Yes," he said, "I mean no . . . well, yeah . . . sort of. I asked my uncle if he needed anybody. He's laying people off. I went around to most of the stores in town. They took my applications, but there wasn't any work."

"Did you look in the paper?"

"Yeah, a couple of times. Most of those wanted somebody with experience."

I told him that it was no good to check just a couple times. The ads for work changed every day. I could tell he was in a slump so I asked him to go down to the drugstore with me. I thought we could have a cup of coffee and buy today's paper. He wanted a job very much. It seemed a little help was needed to get him looking in the right place. After all, the pinball room wasn't offering any jobs.



Name________________________

Reading Activity #37 continued

On the way down I asked him if he had been to any employment agencies. I gave him the names of two and explained a little about their fee. There was also a chance at the Bureau of Employment Security. Sometimes they have jobs. The only way to find out, I told him, was to ask.

I bought two cups of coffee and a paper at the drugstore. We sat down and he looked at the want ads. Frank said that he did a little carpentry. He worked often with his father remodeling their house. While he was reading, I walked over to the magazine rack. There was one titled *Home Improvement*. It was a local magazine of helpful hints. In the back there were help-wanted ads.

We spent almost an hour in the drugstore. Between us both, we must have copied 50 different names, phone numbers, and addresses. "Well, this should keep you busy tomorrow," I said.

"Tomorrow? It'll take me a week to try all these."

"It'll be worth it," I assured him. "Make sure you're ready when you apply. Be at your best for the interviews."

"I will," he said. "Thanks for the help. I'm glad you came by today. The pinball machine wasn't fun anymore. Nothing is when you're out of work and broke. Things are going to get better for me—I hope. Thanks again!"

_______________________________Name

Job procurement and retention Skills

Reading Activity #37 continued

How well did you read? Complete the following sentences.

1. I took Frank to the drugstore
   a. ________ because he was in a slump.
   b. ________ to get some lunch.
   c. ________ because I lost at pinball.

2. Frank was in a slump
   a. ________ because he was tired of pinball.
   b. ________ because he couldn't find a job.
   c. ________ because he dropped out of school.

3. He found help-wanted ads
   a. ________ in the newspaper.
   b. ________ in the newspaper and *Home Improvement* magazine.
   c. ________ on a sign in the drugstore.

Choose from the list of vocabulary words the one that fits each definition below. Then see if you can find those words in the puzzle.

1. paper needed to apply for a job
   ____

2. building things with wood
   ____

3. place to go to look for a job
   ____

4. making an old room into a modern one
   ____

l	w	u	y	t	k	r	i	b	e	s
a	p	p	l	i	c	a	t	i	o	n
m	c	g	x	f	n	v	a	c	r	p
j	w	a	e	i	h	o	r	s	e	d
z	l	g	r	v	y	d	e	i	t	e
m	d	e	k	p	j	i	p	c	b	e
u	g	n	i	l	e	d	o	m	e	r
n	e	c	t	k	g	n	d	e	b	h
t	c	y	u	q	u	f	t	a	r	i
o	p	f	b	r	o	j	l	r	e	c
s	a	c	g	y	s	x	p	n	y	l
q	u	a	r	h	z	a	v	w	m	s

offering
application
agency

carpentry
employment
*remodeling

resources
pinball
security

*This word is printed backwards in the puzzle.

Name ________________________________

Job procurement and retention Skills

Reading Activity #37—Answers

How well did you read? Complete the following sentences.

1. I took Frank to the drugstore
   - a. ✓ because he was in a slump.
   - b. ______ to get some lunch.
   - c. ______ because I lost at pinball.

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   - b. ✓ because he couldn't find a job.
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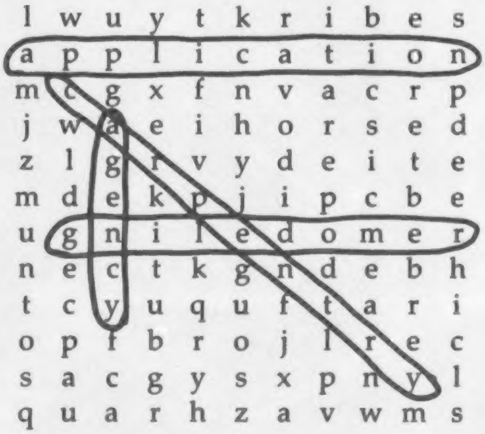
Choose from the list of vocabulary words the one that fits each definition below. Then see if you can find those words in the puzzle.

1. paper needed to apply for a job
   application

2. building things with wood
   carpentry

3. place to go to look for a job
   agency

4. making an old room into a modern one
   remodeling



l	w	u	y	t	k	r	i	b	e	s
a	p	p	l	i	c	a	t	i	o	n
m	c	g	x	f	n	v	a	c	r	p
j	w	a	e	i	h	o	r	s	e	d
z	l	g	r	v	y	d	e	i	t	e
m	d	e	k	p	j	i	p	c	b	e
u	g	n	i	l	e	d	o	m	e	r
n	e	c	t	k	g	n	d	e	b	h
t	c	y	u	q	u	f	t	a	r	i
o	p	f	b	r	o	j	l	r	e	c
s	a	c	g	y	s	x	p	n	y	l
q	u	a	r	h	z	a	v	w	m	s

offering
application
agency

carpentry
employment
*remodeling

resources
pinball
security

*This word is printed backwards in the puzzle.

Job procurement and retention Skills

Math Activity #37

Vocabulary: **call numbers, periodical, numerical order, alphabetical order, recognize**

This activity will give you practice with numerical order and alphabetical order.

(Show all of your work in the space provided.)

1. Frank went to the library to look for magazines and periodicals that would have help-wanted ads. The librarian showed him how to find the call numbers for the periodicals he wanted. Frank wrote down the call numbers and went to find them. Periodicals and magazines are arranged in the library in numerical order.

   Put the following call numbers in order from the smallest to the largest.

   a. 663.12 b. 624.6 c. 664.11

2. Sometimes, call numbers have one or two letters following the numbers. This happens when there are many books about the same subject. The letters used are from the author's last name. These call numbers with letters are arranged numerically and then alphabetically. For example, 618.12G would come after 618.12E.

   Put the following call numbers in order.

   a. 521.11A b. 524.11B c. 521.11MC
   d. 520.12G e. 520.11 f. 524.11F

3. You will probably recognize these numbers. Put them in order from the earliest to the latest.

   1812, 1976, 1776

Name______________________________

Math Activity #37 continued

4. Another type of number is used in factories, workshops, even in offices. They are called *stock numbers* or *parts numbers*. Here are some:

   117227, 118043, 118203, 248970, 240683, 121796, 119090,
   240639, 118953, 236564, 248945

   Put the numbers in the order you would expect to find the stock items (smallest to the largest).

______________________________ Name

Math Activity #37—Answers

Vocabulary: **call numbers, periodical, numerical order, alphabetical order, recognize**

This activity will give you practice with numerical order and alphabetical order.

(Show all of your work in the space provided.)

1. Frank went to the library to look for magazines and periodicals that would have help-wanted ads. The librarian showed him how to find the call numbers for the periodicals he wanted. Frank wrote down the call numbers and went to find them. Periodicals and magazines are arranged in the library in numerical order.

   Put the following call numbers in order from the smallest to the largest.

   a. 663.12 ②

   b. 624.6 ①

   c. 664.11 ③

2. Sometimes, call numbers have one or two letters following the numbers. This happens when there are many books about the same subject. The letters used are from the author's last name. These call numbers with letters are arranged numerically and then alphabetically. For example, 618.12G would come after 618.12E.

   Put the following call numbers in order.

   a. 521.11A
   b. 524.11B
   c. 521.11MC
   d. 520.12G
   e. 520.11
   f. 524.11F

   e
   d
   a
   c
   b
   f

3. You will probably recognize these numbers. Put them in order from the earliest to the latest.

   1812, ②

   1976, ③

   1776 ①

Math Activity #37—Answers continued

4. Another type of number is used in factories, workshops, even in offices. They are called *stock numbers* or *parts numbers*. Here are some:

   117227, 118043, 118203, 248970, 240683, 121796, 119090,
   240639, 118953, 236564, 248945

   Put the numbers in the order you would expect to find the stock items (smallest to the largest).

   117227
   118043
   118203
   118953
   119090
   121796
   236564
   240639
   240683
   248945
   248970

JPRS4 LESSON: FINDING OUT ABOUT COMPANIES

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Indicate three types of information that should be known about a company and explain how to obtain it.

RESOURCES:

Required:
1. Sample job listing from local companies
2. Employability Activity #38: COMPARING BUSINESSES

Optional:
1. Guest panel:
    a. Personnel director of a company
    b. Person from Bureau of Employment Security
    c. Guidance counselor
    d. Local businessman
    e. Co-op or placement coordinator

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Panel discussion

CONTENT OUTLINE:

I. Introduction:
There are times when it is important to obtain information about a company, or the products they provide. Example: If you were going for an interview it would be helpful to know:
- A. What the company makes
- B. Background of company
- C. Future of the company
- D. Wage scales, benefits
- E. Others

II. Discussion:
Question and answer session with panel:
- A. Send lesson objectives to panel members after they agree to participate.
- B. Through discussion with class, prepare students for panel.
- C. Assign each student to have one question for panel.
- D. Have guidance counselor chair panel and ask each member to respond to objectives.
- E. Have students ask questions.

LEARNING ACTIVITIES:

1. Provide students with names of local companies. Have them write for information on the company or its product.
2. Have students complete Employability Activity #38: COMPARING BUSINESSES.

EVALUATION:

1. Students will list three sources of information about companies in which they are interested.
2. Students will list three types of information important to know about a company before taking a job and describe how the information was obtained.
3. Students will discuss Employability Activity #38: COMPARING BUSINESSES.

Job procurement and retention Skills

Employability Activity #38

COMPARING BUSINESSES

Select two companies or businesses in your community where you would like to work. Complete the information below.

	Business #1	Business #2
Name and address	______________ ______________ ______________	______________ ______________ ______________
Name of supervisor or personnel director	______________	______________
Phone number	( ) ______________	( ) ______________
Products or services	______________ ______________ ______________	______________ ______________ ______________
Number of employees	______________	______________
Union/Nonunion	______________	______________
Number of job openings in the last month	______________	______________
Types of vacancies	______________ ______________ ______________	______________ ______________ ______________
Type of experience required for these vacancies	______________ ______________ ______________	______________ ______________ ______________
Starting salaries	______________	______________

Name______________________________

Employability Activity #38 continued

Benefits ____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Car required for work ____________________ ____________________

Public transportation available ____________________ ____________________

Application procedures ____________________ ____________________
____________________ ____________________
____________________ ____________________

Others (specify) ____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

____________________ Name

Reading Activity #38

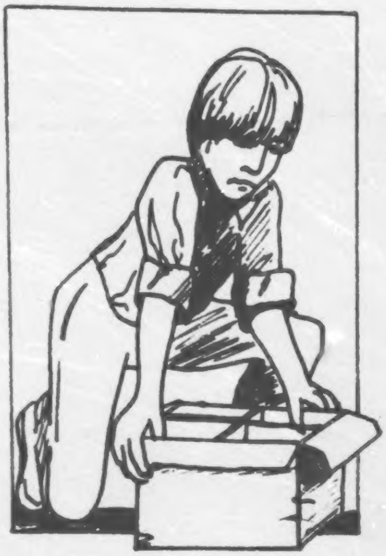
Vocabulary: **graduation, community college, recycled, furnaces, torture, challenge, benefits, pension, promotions, advancement, working conditions**

THE DEAD-END JOB

It was the summer after my graduation that I first went to work for Lincoln Glass. Some of my friends worked there. They told me that I wouldn't have any problem getting hired. They were right. Now that I was out of high school this was just what I needed. I was still thinking about a community college or trade school. But, who knows, I might have stayed on there at Lincoln. Four and a quarter an hour wasn't too bad for starters, and the guys in shipping were making seven and a quarter.

The job wasn't what I had expected. I hardly ever saw my friends there. They worked near the glass furnaces in another area of the building. This was where crushed glass was melted and shaped. The company used a lot of recycled glass because it was easy to crush and remelt it. Back by the furnaces it was blazing hot. In the summer it was torture. I only went back there maybe eight or ten times a day to empty the barrels of broken glass.

Most of the people I worked with were women. Their job was to inspect the glass as it came off the paint line and pack it in boxes. My job was supplying the packers with special boxes and cardboard inserts. Each type of glass went into a different shaped box with its own six-number code. This was a little confusing at first. After a week or two, though, it became routine. And after a month, it was boring.



Name________________________________

Reading Activity #38 continued

"Tim!", the women barked, "bring me some ten double-o sixteens!" Then one would yell, "Barrels." This meant I had to empty the barrels into which they had thrown bad pieces of glass. Some of it wasn't painted right, or else there were flaws in the glass. I wheeled these 200- to 300-pound barrels back to the crusher where the glass was prepared for melting. As soon as I would return: "Tim! I'm out of inners (cardboard inserts)!" "Hurry up with some fourteen-ten-fifty twos!" I used to hear women shouting, "Tim!" in my sleep.

The job became more and more boring. There was no challenge to it. A simple machine could have done what I was doing. Still, I thought the money was good, and others were making a living at it. When I asked some other workers about benefits, they laughed. "The reason you got this job so easily is because no one wants it," one said. "There aren't any benefits. No health plan, pension, paid vacations—and you'll be working at $4.25 per hour until you quit."

He was right. The company offered very little in terms of promotions or raises. I think my friends all knew that I was going to leave at the end of the summer. Many of them stayed on because they needed the money, and it was the only place they could get work. As for me, I know I'll get a better job. I think next time I'll ask some questions about the place before I agree to work there.

Working conditions are important. So are the benefits and chances for advancement. After all, who wants to get stuck in a dead-end job?

____________________________ Name

Reading Activity #38 continued

How well did you read? Complete the following sentences.

1. It was easy to get a job with Lincoln Glass because
    a. __________ Tim knew some of the workers.
    b. __________ it wasn't a very good place to work.
    c. __________ Tim had a lot of skills.

2. Tim decided to quit his job because
    a. __________ it got more and more boring.
    b. __________ he wanted to go to college.
    c. __________ he didn't get along with his boss.

3. In his next job Tim would look for
    a. __________ better working conditions and better chances for advancement.
    b. __________ better working hours.
    c. __________ longer vacations.

Fill in the blanks to complete the paragraphs below.

The summer after I graduated from high school I got a job at Lincoln Glass. __________ job was really easy __________ get. I got paid __________ an hour.

The job __________ not what I had __________. I had to empty __________ full of broken glass. __________ also had to supply __________ packers with special boxes. __________ got to be boring __________ a while. There was no __________ to it.

Then I __________ out that the job __________ no benefits that came __________ it. There was no __________ plan, no pension, and __________ paid vacation. Also, there __________ no chances of getting __________ raise.

When I found __________ out I decided to __________. At the end of __________ summer I would look __________ a better job. Next __________ I'll find out more __________ the company before I __________ a job.

Name____________________________

Reading Activity #38—Answers

How well did you read? Complete the following sentences.

1. It was easy to get a job with Lincoln Glass because
   a. ________ Tim knew some of the workers.
   b. ___✓___ it wasn't a very good place to work.
   c. ________ Tim had a lot of skills.

2. Tim decided to quit his job because
   a. ___✓___ it got more and more boring.
   b. ________ he wanted to go to college.
   c. ________ he didn't get along with his boss.

3. In his next job Tim would look for
   a. ___✓___ better working conditions and better chances for advancement.
   b. ________ better working hours.
   c. ________ longer vacations.

Fill in the blanks to complete the paragraphs below.

The summer after I graduated from high school I got a job at Lincoln Glass. The job was really easy to get. I got paid $4.25 an hour.

The job was not what I had expected. I had to empty barrels full of broken glass. I also had to supply the packers with special boxes. It got to be boring after a while. There was no challenge to it.

Then I found out that the job had no benefits that came with it. There was no health plan, no pension, and no paid vacation. Also, there were no chances of getting a raise.

When I found this out I decided to leave. At the end of the summer I would look for a better job. Next time I'll find out more about the company before I take a job.

Math Activity #38

Vocabulary: **volunteered, overtime, shifts, health insurance**

This activity will give you practice with multiplication and division.

(Show all of your work in the space provided.)

After Tim had worked at Lincoln Glass for a while, he realized he should have found out more about the company before he started to work for them. The problems below show some of the things he should have found out about working at Lincoln Glass.

1. When Tim went to work at Lincoln Glass he was making $4.25 an hour. If he worked 40 hours a week, how much would he make each week?

2. Lincoln Glass has a total of 2,175 employees. The employees work on five equal shifts. How many workers are in each shift?

3. The night shift at Lincoln Glass gets paid $4.25 an hour. Use your answer from question #2 to figure the total Lincoln Glass pays for 1 hour of night-shift work.

4. Lincoln Glass pays its workers overtime if they work on weekends or holidays. Overtime is 1½ times the usual hourly pay. If Tim was earning $4.25 an hour, how much would he get for 1 hour of overtime? For 8 hours of overtime?

Name______________________________

Math Activity #38 continued

5. Lincoln Glass gives its workers 5 days a year for sick leave. If you miss more than 5 days they subtract *a day's pay from your paycheck for each day you miss.* Tim works 8 hours a day and was sick 8 days. How much money will be subtracted from his paycheck? His rate of pay is $4.25 per hour.

6. Lincoln Glass has a Christmas party for its employees each year. The cost of food for the party comes to $4.95 a person. How much does it cost for 2,175 employees?

7. Tim volunteered to work one Saturday. He was paid for overtime at one and one-half times his usual pay. If his usual pay was $4.25 an hour and he worked 5 hours of overtime, how much did he earn that Saturday?

8. Lincoln Glass offers no health insurance to its employees. Tim had to take out his own insurance, paying $15.66 a month. How much will he pay in 1 year for this insurance?

______________________________Name

Math Activity #38—Answers

Vocabulary: **volunteered, overtime, shifts, health insurance**

This activity will give you practice with multiplication and division.

(Show all of your work in the space provided.)

After Tim had worked at Lincoln Glass for a while, he realized he should have found out more about the company before he started to work for them. The problems below show some of the things he should have found out about working at Lincoln Glass.

1. When Tim went to work at Lincoln Glass he was making $4.25 an hour. If he worked 40 hours a week, how much would he make each week?

$3.45/hr
x 40
$138.00/week

2. Lincoln Glass has a total of 2,175 employees. The employees work on five equal shifts. How many workers are in each shift?

435/shift
5) 2175

3. The night shift at Lincoln Glass gets paid $4.25 an hour. Use your answer from question #2 to figure the total Lincoln Glass pays for 1 hour of night-shift work.

$4.25
x 435
$1848.75

4. Lincoln Glass pays its workers overtime if they work on weekends or holidays. Overtime is 1½ times the usual hourly pay. If Tim was earning $4.25 an hour, how much would he get for 1 hour of overtime? For 8 hours of overtime?

4.25
x 1½
$6.375 overtime

6.375
x 8 hrs.
$51.00

Math Activity #38—Answers continued

5. Lincoln Glass gives its workers 5 days a year for sick leave. If you miss more than 5 days they subtract *a day's pay from your paycheck for each day you miss.* Tim works 8 hours a day and was sick 8 days. How much money will be subtracted from his paycheck? His rate of pay is $4.25 per hour.

$4.25
x 8
$34.00/day

34.00/day
x 3
$102.00

6. Lincoln Glass has a Christmas party for its employees each year. The cost of food for the party comes to $4.95 a person. How much does it cost for 2,175 employees?

2175 employees
x 4.95 per person
$10766.25 total

7. Tim volunteered to work one Saturday. He was paid for overtime at one and one-half times his usual pay. If his usual pay was $4.25 an hour and he worked 5 hours of overtime, how much did he earn that Saturday?

$4.25 per hour
x 1½
$6.375 overtime

$6.375 overtime pay
x 5 hours
$31.88

8. Lincoln Glass offers no health insurance to its employees. Tim had to take out his own insurance, paying $15.66 a month. How much will he pay in 1 year for this insurance?

$15.66 a month
x 12 months
$187.92 per year

JPRS5 LESSON: LETTERS OF APPLICATION

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the importance of constructing a letter of application.
2. Compose and proofread a letter of application.

RESOURCES:

Required:
1. Sample letters of application or Employability Activity #39: SAMPLE LETTER OF APPLICATION and Employability Activity # 39: PRACTICE LETTER OF APPLICATION FORM

Optional:
1. Newspapers (want-ad section)
2. Recruitment brochures from companies or military services
3. Personnel director from local company, business teacher, co-op coordinator
4. Materials from Bureau of Employment Security

TEACHER DELIVERY SYSTEM:

1. Lecture demonstration
2. Discussion
3. Opaque projector and chalkboard or Employability Activity #39: SAMPLE LETTER OF APPLICATION and Employability Activity # 39: PRACTICE LETTER OF APPLICATION FORM

CONTENT OUTLINE:

I. Introduction:
Explain importance of a letter of application.

II. Explain reasons for writing a letter of application:
   A. Answering newspaper ads
   B. Applying for an out-of-town job
   C. Employer requests letter

III. Utilizing opaque projector, show proper letters of application.

IV. Summarize the lesson (Employability Activity #39: SAMPLE LETTER OF APPLICATION).

LEARNING ACTIVITIES:

Have students:
1. Write trial copies of the letters of application. (Use Employability Activity #39: SAMPLE LETTER OF APPLICATION.)
2. Write a letter of application for a job interview (Employability Activity #39: PRACTICE LETTER OF APPLICATION FORM).

EVALUATION:

1. Students will correct the errors on the final letter of application.

Employability Activity #39

SAMPLE LETTER OF APPLICATION

Here is an example of the right way to write a letter of application.

210 Beech Street
Waterburg, NY 14832
October 20, 19___

Mr. Joseph Kenn
Kenn's Hair Fashions
68 S. Pine Street
Waterburg, NY 14832

Dear Mr. Kenn:

I am writing in response to your ad in the *Waterburg Evening News on* October 15, 19___. You were advertising for a stylist.

I have just completed two years of study in hair styling at the Waterburg Area Vocational School and did very well in my courses. My aunt is the operator of June's Beauty Salon and I have worked for her for the past two years. Although I have had much experience in all areas of hair dressing, I specialize in women's styled permanents.

I am eighteen years old and graduated from high school in June. I would be able to start work any time.

May I have an interview with you at your convenience?

Sincerely,
Ann Babcock
Ann Babcock

________________ Name

Employability Activity #39 continued

Use the lines below to write a letter of application for a job you would like to have.

PRACTICE LETTER OF APPLICATION FORM

your street address

your city, state, and ZIP code

today's date

person's name or job title

name of company

street address

city, state, and ZIP code

Dear ______________________

closing

signature

Name ______________________

Reading Activity #39

Vocabulary: **résumé, personnel, advertised, cashier**

LETTER PERFECT

Mr. Duffler yawned. Another work week was starting. March 17 would mark his 23rd year with the company.

He rose as the bus neared his stop. People stepped off and on, and he moved out into the Monday morning bustle. His office building was a block away and he hurried because it was cold. "Twenty-three years in the personnel office," he thought as he walked. "I've hired a lot of people in my time."

He grabbed a cup of coffee as soon as he stepped off the elevator. He went to his office and sighed when he saw the stack of papers waiting for him.

Mrs. Butterworth, his secretary, came through the door. "Good morning, Mr. Duffler. Hal Brown called a few minutes ago. He wants you to call him back. You have a meeting at 10 o'clock. Oh yes, Mr. Turner called to remind you that they still need someone to fill that job in the mailroom."

Mr. Duffler nodded. "Thank you, Betty."

She pointed to some papers on his desk. "Three more letters of application came this morning for the mailroom job." He nodded as she left the room.

He glanced at his watch. He just about had time to read those letters and call Hal Brown before the 10 o'clock meeting. "I would really like to find someone for this position," he thought as he reached for the stack of papers.

______________________________ Name

Reading Activity #39 continued

February 1, 19___

Dear Mr. Duffler:

I would like to apply for the job your company advertised in the paper. While in high school I worked for two years in the school office. My duties included sorting and delivering the teachers' mail. I was also asked to run errands and do odd jobs.

Since graduation in June 1981, I have been working as a cashier at the Underhill Food Mart. I am interested, however, in a job that will provide the opportunity for me to learn about a company.

I have always been a good worker. I get along well with others and am on time for work. I would very much like to work for your company. I am able to come for an interview at any time. I will be hoping to hear from you.

Sincerely,
Sandra Hammel
Sandra Hammel

Mr. Duffler nodded to himself. What a nice letter! This girl sounded like she might be just what they were looking for. Then he frowned. The letter had no return address. He didn't know how to get in touch with the girl. He quickly reached for the telephone book and looked up Hammel. There were 16 Hammels listed and not one of them was a Sandra.

He pushed her letter aside and reached for the next one.

117 Walnut Street
Underhill, NY 08014
February 1, 19___

Mr. Donald Duffler
XYZ Company
48 Ridge Plaza
Underhill, NY 08014

Dear Mr. Duffler:

I am writing to apply for the job advertised in the January 27 copy of the *Underhill Daily News*. For the past six months . . .

Name________________________

Reading Activity #39 continued

Mr. Duffler stopped. He quickly scanned down the rest of the page. This letter was four pages long. He tossed it aside. He didn't have time to read all that!

He reached for the next letter.

2 Ridge Road
Underhill, NY 08014
February 1, 19___

Mr. Donald Duffler
XYZ Company
48 Ridge Plaza
Underhill, NY 08014

Dear Mr. Duffler:

I am writing in response to your ad in the January 27 copy of the *Underhill Daily News*. I would be very interested in working for your company. I have enclosed a résumé. Please contact me if you feel an interview would be helpful. I hope to hear from you.

Sincerely,
Elizabeth Randall
Elizabeth Randall

Mr. Duffler read the résumé. This girl had work experience much like the other two letters had listed. He reached for the phone. "Hello, Betty. I think I've found someone for the mailroom job. . . ."

_______________________________Name

Reading Activity #39 continued

How well did you read? Complete the following sentences.

1. In the beginning of the story Mr. Duffler
   a. __________ is on the subway.
   b. __________ is on his way home.
   c. __________ is on his way to work.

2. The first letter was good but
   a. __________ it had no return address.
   b. __________ it was too long.
   c. __________ the person had no experience.

3. Mr. Duffler didn't even finish the second letter because
   a. __________ he got a phone call.
   b. __________ he was in a hurry and it was four pages long.
   c. __________ it had no return address.

Fill in the blanks to complete the paragraphs below.

Mr. Duffler had a lot of things to do when he got to work. He __________ to look through a __________ of papers. Mrs. Butterworth, __________ secretary, told him he __________ to call Hal Brown. __________ had a meeting at __________ o'clock. He also had __________ hire someone for the __________ in the mailroom.

There __________ three new letters of ______________ for the mailroom job. __________ just about had time __________ read them before the __________.

The first letter was __________ nice letter. The girl __________ like she was right __________ the job. But the __________ had no return address. __________ next letter was too __________. Mr. Duffler didn't have __________ to read it. The __________ letter was just right. __________ girl had even included __________ résumé. Mr. Duffler called __________ Butterworth on the phone. He told her that he had found someone for the mailroom job.

Name______________________________

Job procurement and retention Skills

Reading Activity #39—Answers

How well did you read? Complete the following sentences.

1. In the beginning of the story Mr. Duffler
   a. ________ is on the subway.
   b. ________ is on his way home.
   c. ✓ is on his way to work.

2. The first letter was good but
   a. ✓ it had no return address.
   b. ________ it was too long.
   c. ________ the person had no experience.

3. Mr. Duffler didn't even finish the second letter because
   a. ________ he got a phone call.
   b. ✓ he was in a hurry and it was four pages long.
   c. ________ it had no return address.

Fill in the blanks to complete the paragraphs below.

Mr. Duffler had a lot of things to do when he got to work. He had to look through a stack of papers. Mrs. Butterworth, his secretary, told him he had to call Hal Brown. He had a meeting at ten o'clock. He also had to hire someone for the job in the mailroom.

There were three new letters of application for the mailroom job. He just about had time to read them before the meeting.

The first letter was a nice letter. The girl sounded like she was right for the job. But the letter had no return address. The next letter was too long. Mr. Duffler didn't have time to read it. The third letter was just right. The girl had even included a résumé. Mr. Duffler called Mrs. Butterworth on the phone. He told her that he had found someone for the mailroom job.

Math Activity #39

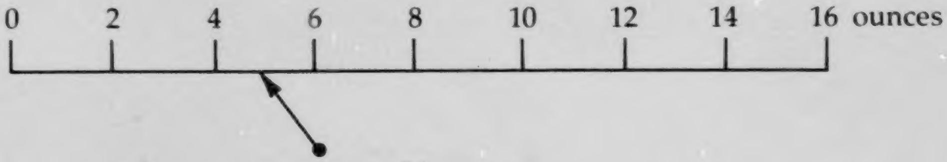
Vocabulary: **first class, package, girth, pounds, ounces**

This activity will give you practice with multiplication, division, and weights.

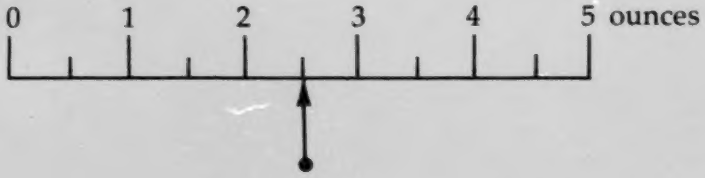
(Show all of your work in the space provided.)

Carol was ready to mail her letter of application and résumé for a new job. She wanted to include some examples of her work so she put everything together in one large envelope and took it to the post office.

1. How much does Carol's package weigh?



2. Carol changed her mind and removed two of her work samples from the package. How much does the package weigh now?



3. Assume that the post office charges 20¢ per ounce to send mail first class. How much would it cost to send a 6-ounce package?

Name________________________________

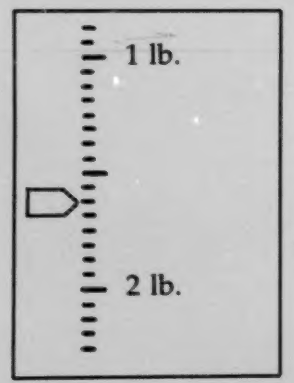
Math Activity #39 continued

4. Packages that are sent in the mail have to be within a certain size. This is found by measuring the length and girth of the package and adding them together. (Girth is the distance around an object.) If the length and girth are more than 84 inches, the package cannot be sent. Mr. Duffler wants to send a package that is 32 inches long and 54 inches in girth. What is the overall size of Mr. Duffler's package? Will the post office accept it?

5. Carol takes $30 to the post office to buy stamps. Carol wants 20¢ stamps for letters and 13¢ stamps for post cards. Carol buys 125 stamps worth 20¢ each. How many 13¢ stamps can she buy with the remaining money?

6. If a package is 25 inches long, how large can the girth be so that the sum of the length and girth is not more than 84 inches?

7. How much does this package weigh?



582

______________________________Name

Math Activity #39—Answers

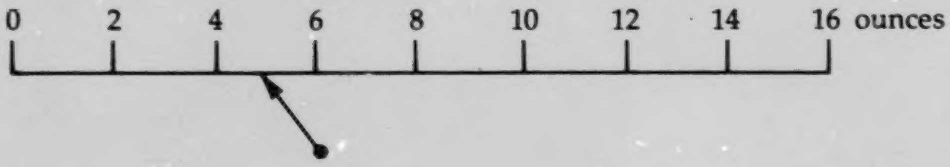
Vocabulary: **first class, package, girth, pounds, ounces**

This activity will give you practice with multiplication, division, and weights.

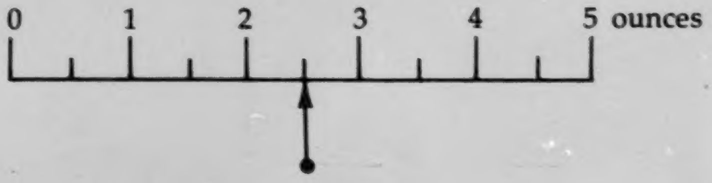
(Show all of your work in the space provided.)

Carol was ready to mail her letter of application and résumé for a new job. She wanted to include some examples of her work so she put everything together in one large envelope and took it to the post office.

1. How much does Carol's package weigh? 5 ounces



2. Carol changed her mind and removed two of her work samples from the package. How much does the package weigh now? 2.5 ounces



3. Assume that the post office charges 20¢ per ounce to send mail first class. How much would it cost to send a 6-ounce package?

$.20
× 6
$1.20

Math Activity #39—Answers continued

4. Packages that are sent in the mail have to be within a certain size. This is found by measuring the length and girth of the package and adding them together. (Girth is the distance around an object.) If the length and girth are more than 84 inches, the package cannot be sent. Mr. Duffler wants to send a package that is 32 inches long and 54 inches in girth. What is the overall size of Mr. Duffler's package? Will the post office accept it?

32
54
86

No

5. Carol takes $30 to the post office to buy stamps. Carol wants 20¢ stamps for letters and 13¢ stamps for post cards. Carol buys 125 stamps worth 20¢ each. How many 13¢ stamps can she buy with the remaining money?

125
x .20
25.00

30.00
−25.00
5.00

38.4
.13⟌5.00

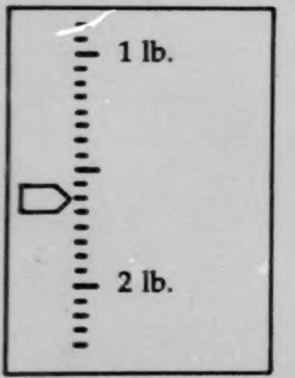
38- 13¢ stamps

6. If a package is 25 inches long, how large can the girth be so that the sum of the length and girth is not more than 84 inches?

84
−25
59 inches

7. How much does this package weigh?

1 lb. – 10 oz.



Math Activity #39—Metric

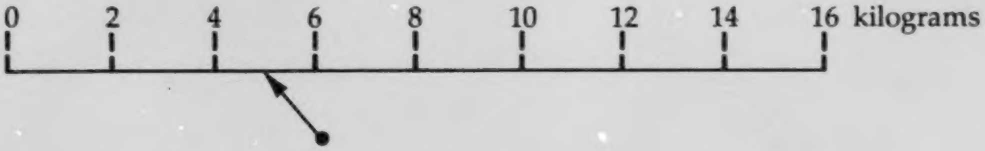
Vocabulary: **first class, package, girth, kilogram (kg), centimeter (cm)**

This activity will give you practice with multiplication, division, and weights.

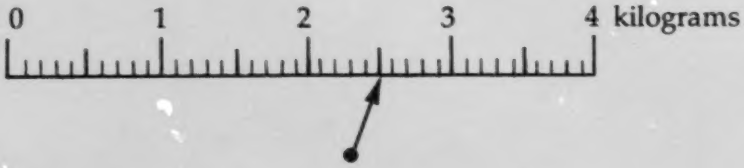
(Show all of your work in the space provided.)

Carol was ready to mail her letter of application and résumé for a new job. She wanted to include some examples of her work so she put everything together in one large envelope and took it to the post office.

1. How much does Carol's package weigh?



2. Carol changed her mind and removed two of her work samples from the package. How much does the package weigh now?



3. Assume that the post office charges $6.35 per kilogram to send mail first class. How much would it cost to send a .25 kilogram package?

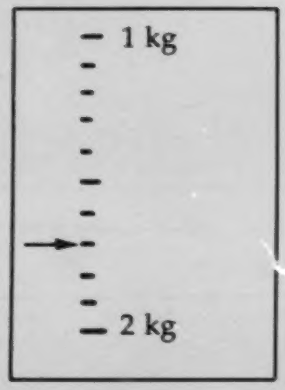
Name______________________________

Math Activity #39—Metric continued

4. Packages that are sent in the mail have to be within a certain size. This is found by measuring the length and girth of the package and adding them together. (Girth is the distance around an object.) If the length and girth are more than 213 cm, the package cannot be sent. Mr. Duffler wants to send a package that is 81 cm long and 154 cm in girth. What is the overall size of Mr. Duffler's package? Will the post office accept it?

5. If a package is 63.5 cm long, how large can the girth be so that the sum of the length and girth is not more than 213 cm?

6. How much does this package weigh?



______________________________Name

Math Activity #39—Metric Answers

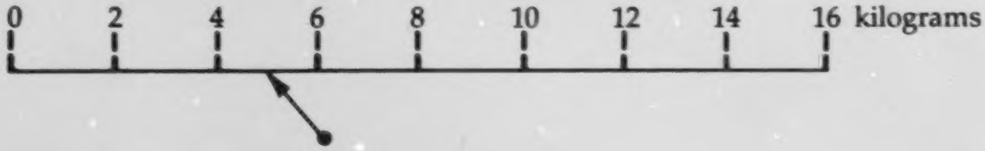
Vocabulary: **first class, package, girth, kilogram (kg), centimeter (cm)**

This activity will give you practice with multiplication, division, and weights.

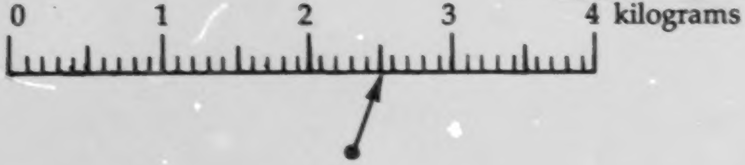
(Show all of your work in the space provided.)

Carol was ready to mail her letter of application and résumé for a new job. She wanted to include some examples of her work so she put everything together in one large envelope and took it to the post office.

1. How much does Carol's package weigh? 5 kilograms



2. Carol changed her mind and removed two of her work samples from the package. How much does the package weigh now? 2.5 kilograms



3. Assume that the post office charges $6.35 per kilogram to send mail first class. How much would it cost to send a .25 kilogram package?

$$\begin{array}{r} 1.587 \\ 4\overline{)6.35} \end{array}$$

$1.59

Math Activity #39—Metric Answers continued

4. Packages that are sent in the mail have to be within a certain size. This is found by measuring the length and girth of the package and adding them together. (Girth is the distance around an object.) If the length and girth are more than 213 cm, the package cannot be sent. Mr. Duffler wants to send a package that is 81 cm long and 154 cm in girth. What is the overall size of Mr. Duffler's package? Will the post office accept it?

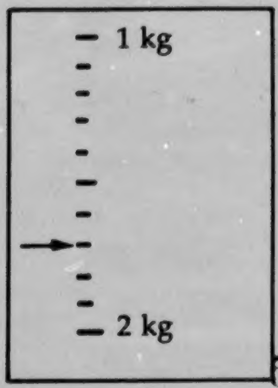
81
+ 154
235 cm

No

5. If a package is 63.5 cm long, how large can the girth be so that the sum of the length and girth is not more than 213 cm?

213
− 63.5
149.5 cm

6. How much does this package weigh?



1.7 kg

JPRS6 LESSON: COMPLETING JOB APPLICATION FORMS

Job procurement and retention Skills

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Complete a job application form clearly, concisely, and neatly.

RESOURCES:

Required:
1. Overhead projector
2. Sample application forms from local industries
3. Employability Activity #40: SAMPLE APPLICATION FORMS
4. Transparency of Employability Activity #40: SAMPLE APPLICATION FORMS

Optional:
1. Application for Social Security Card and a Payroll Withholding Form (W-2).

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Overhead projector

CONTENT OUTLINE:

I. Introduction:
   A. Why is it important to correctly complete an application form?
   B. Discuss information required on application form.
   C. Show sample application forms (use transparency).

II. Application:
   Teacher uses transparency; students use Employability Activity #40: SAMPLE APPLICATION FORMS. Complete form step-by-step; emphasize accuracy and neatness.

III. Discussion:
   Discuss completed forms and necessity of a résumé (subject of next lesson).

LEARNING ACTIVITIES:

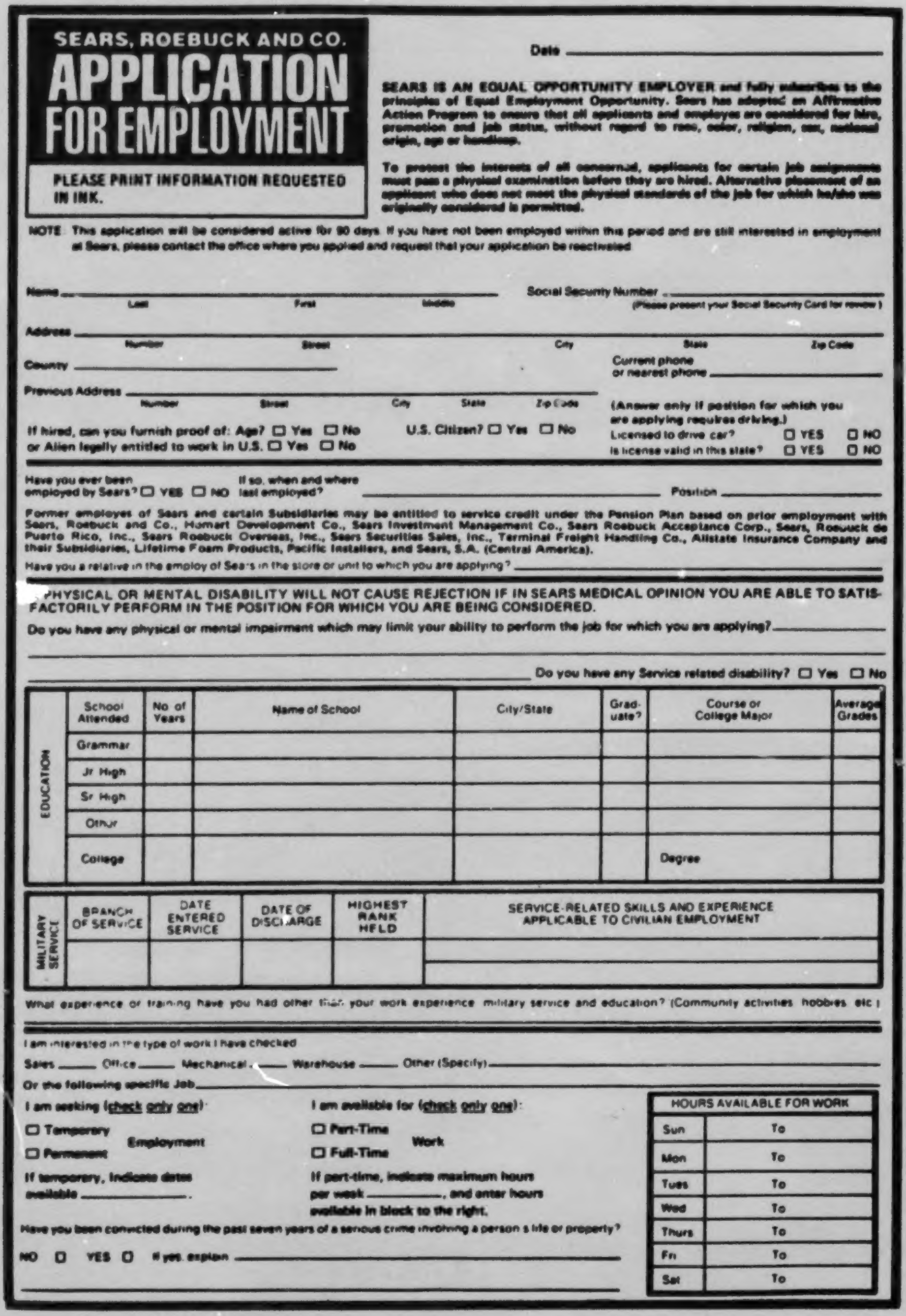
1. Have students complete Employability Activity #40: SAMPLE APPLICATION FORMS.

EVALUATION:

1. Students will complete a sample job application clearly, concisely, and neatly.
2. Students will discuss completed Employability Activity #40: SAMPLE APPLICATION FORMS.

Employability Activity #40

SAMPLE APPLICATION FORM—RETAIL SALES



SEARS, ROEBUCK AND CO.

APPLICATION FOR EMPLOYMENT

PLEASE PRINT INFORMATION REQUESTED IN INK.

Date ______________________

SEARS IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Sears has adopted an Affirmative Action Program to ensure that all applicants and employes are considered for hire, promotion and job status, without regard to race, color, religion, sex, national origin, age or handicap.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired. Alternative placement of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

NOTE: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Sears, please contact the office where you applied and request that your application be reactivated.

Name ______________________ Last First Middle

Social Security Number ______________________ (Please present your Social Security Card for review.)

Address ______________________ Number Street City State Zip Code

County ______________________

Current phone or nearest phone ______________________

Previous Address ______________________ Number Street City State Zip Code

If hired, can you furnish proof of: Age? ☐ Yes ☐ No

U.S. Citizen? ☐ Yes ☐ No

or Alien legally entitled to work in U.S. ☐ Yes ☐ No

(Answer only if position for which you are applying requires driving.)

Licensed to drive car? ☐ YES ☐ NO

Is license valid in this state? ☐ YES ☐ NO

Have you ever been employed by Sears? ☐ YES ☐ NO

If so, when and where last employed? ______________________ Position ______________________

Former employes of Sears and certain Subsidiaries may be entitled to service credit under the Pension Plan based on prior employment with Sears, Roebuck and Co., Homart Development Co., Sears Investment Management Co., Sears Roebuck Acceptance Corp., Sears, Roebuck de Puerto Rico, Inc., Sears Roebuck Overseas, Inc., Sears Securities Sales, Inc., Terminal Freight Handling Co., Allstate Insurance Company and their Subsidiaries, Lifetime Foam Products, Pacific Installers, and Sears, S.A. (Central America).

Have you a relative in the employ of Sears in the store or unit to which you are applying? ______________________

PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN SEARS MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? ______________________

Do you have any Service related disability? ☐ Yes ☐ No

EDUCATION	School Attended	No of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
	Grammar						
	Jr High						
	Sr High						
	Other						
	College					Degree	

MILITARY SERVICE	BRANCH OF SERVICE	DATE ENTERED SERVICE	DATE OF DISCHARGE	HIGHEST RANK HELD	SERVICE-RELATED SKILLS AND EXPERIENCE APPLICABLE TO CIVILIAN EMPLOYMENT

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.)

I am interested in the type of work I have checked

Sales ______ Office ______ Mechanical ______ Warehouse ______ Other (Specify) ______________________

Or the following specific Job ______________________

I am seeking (check only one):

☐ Temporary Employment

☐ Permanent Employment

If temporary, indicate dates available ______________.

I am available for (check only one):

☐ Part-Time Work

☐ Full-Time Work

If part-time, indicate maximum hours per week __________, and enter hours available in block to the right.

HOURS AVAILABLE FOR WORK	
Sun	To
Mon	To
Tues	To
Wed	To
Thurs	To
Fri	To
Sat	To

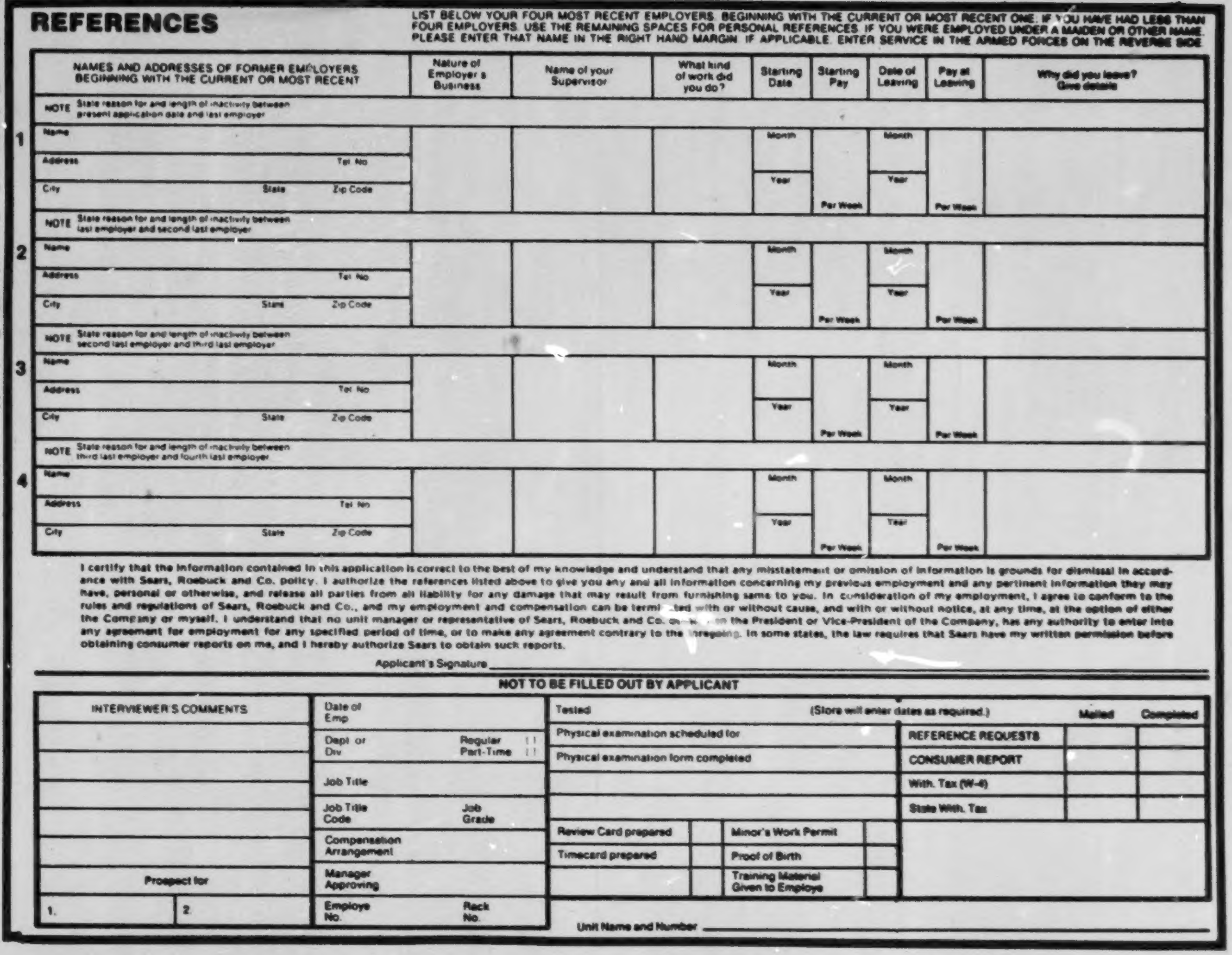
Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO ☐ YES ☐ If yes, explain ______________________

______________________ Name

Employability Activity #40 continued

SAMPLE APPLICATION FORM—RETAIL SALES



REFERENCES

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS. BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD LESS THAN FOUR EMPLOYERS. USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME. PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE. ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE

	NAMES AND ADDRESSES OF FORMER EMPLOYERS BEGINNING WITH THE CURRENT OR MOST RECENT	Nature of Employer's Business	Name of your Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
	NOTE State reason for and length of inactivity between present application date and last employer								
1	Name				Month		Month		
	Address Tel No				Year		Year		
	City State Zip Code					Per Week		Per Week	
	NOTE State reason for and length of inactivity between last employer and second last employer								
2	Name				Month		Month		
	Address Tel No				Year		Year		
	City State Zip Code					Per Week		Per Week	
	NOTE State reason for and length of inactivity between second last employer and third last employer								
3	Name				Month		Month		
	Address Tel No				Year		Year		
	City State Zip Code					Per Week		Per Week	
	NOTE State reason for and length of inactivity between third last employer and fourth last employer								
4	Name				Month		Month		
	Address Tel No				Year		Year		
	City State Zip Code					Per Week		Per Week	

I certify that the information contained in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Sears, Roebuck and Co. policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Sears, Roebuck and Co., and my employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Sears, Roebuck and Co. other than the President or Vice-President of the Company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Sears have my written permission before obtaining consumer reports on me, and I hereby authorize Sears to obtain such reports.

Applicant's Signature ____________________

NOT TO BE FILLED OUT BY APPLICANT

INTERVIEWER'S COMMENTS		Date of Emp	
		Dept or Div	Regular ☐ Part-Time ☐
		Job Title	
		Job Title Code	Job Grade
		Compensation Arrangement	
Prospect for		Manager Approving	
1.	2.	Employe No.	Rack No.

Tested	(Store will enter dates as required.)		Mailed	Completed
Physical examination scheduled for		REFERENCE REQUESTS		
Physical examination form completed		CONSUMER REPORT		
		With. Tax (W-4)		
		State With. Tax		
Review Card prepared	☐	Minor's Work Permit	☐	
Timecard prepared	☐	Proof of Birth	☐	
	☐	Training Material Given to Employe	☐	

Unit Name and Number ____________________

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Name ____________________

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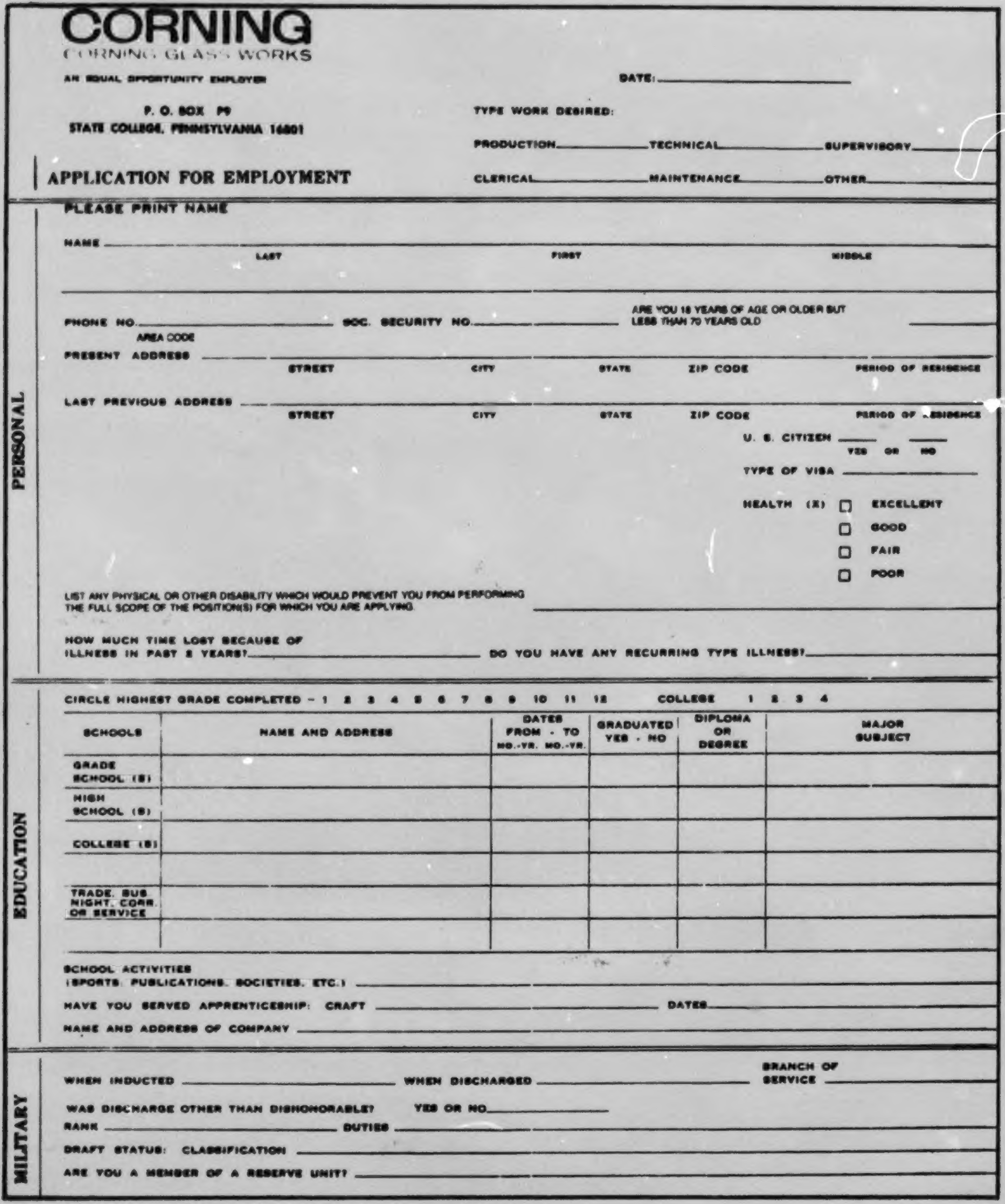
Employability Activity # 40 continued

SAMPLE APPLICATION FORM—MANUFACTURING



CORNING
CORNING GLASS WORKS
AN EQUAL OPPORTUNITY EMPLOYER

P. O. BOX P9
STATE COLLEGE, PENNSYLVANIA 16801

APPLICATION FOR EMPLOYMENT

DATE: ____________

TYPE WORK DESIRED:
PRODUCTION ________ TECHNICAL ________ SUPERVISORY ________
CLERICAL ________ MAINTENANCE ________ OTHER ________

PERSONAL

PLEASE PRINT NAME
NAME ________ LAST ________ FIRST ________ MIDDLE
PHONE NO. ________ AREA CODE
SOC. SECURITY NO. ________
ARE YOU 18 YEARS OF AGE OR OLDER BUT LESS THAN 70 YEARS OLD ________
PRESENT ADDRESS ________ STREET ________ CITY ________ STATE ________ ZIP CODE ________ PERIOD OF RESIDENCE
LAST PREVIOUS ADDRESS ________ STREET ________ CITY ________ STATE ________ ZIP CODE ________ PERIOD OF RESIDENCE
U. S. CITIZEN ____ YES OR ____ NO
TYPE OF VISA ________
HEALTH (X) ☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ POOR
LIST ANY PHYSICAL OR OTHER DISABILITY WHICH WOULD PREVENT YOU FROM PERFORMING THE FULL SCOPE OF THE POSITION(S) FOR WHICH YOU ARE APPLYING ________
HOW MUCH TIME LOST BECAUSE OF ILLNESS IN PAST 2 YEARS? ________
DO YOU HAVE ANY RECURRING TYPE ILLNESS? ________

EDUCATION

CIRCLE HIGHEST GRADE COMPLETED – 1 2 3 4 5 6 7 8 9 10 11 12 COLLEGE 1 2 3 4

SCHOOLS	NAME AND ADDRESS	DATES FROM - TO MO.-YR. MO.-YR.	GRADUATED YES - NO	DIPLOMA OR DEGREE	MAJOR SUBJECT
GRADE SCHOOL (S)					
HIGH SCHOOL (S)					
COLLEGE (S)					
TRADE, BUS. NIGHT, CORR. OR SERVICE					

SCHOOL ACTIVITIES (SPORTS, PUBLICATIONS, SOCIETIES, ETC.) ________
HAVE YOU SERVED APPRENTICESHIP: CRAFT ________ DATES ________
NAME AND ADDRESS OF COMPANY ________

MILITARY

WHEN INDUCTED ________ WHEN DISCHARGED ________ BRANCH OF SERVICE ________
WAS DISCHARGE OTHER THAN DISHONORABLE? YES OR NO ________
RANK ________ DUTIES ________
DRAFT STATUS: CLASSIFICATION ________
ARE YOU A MEMBER OF A RESERVE UNIT? ________

________ Name

Employability Activity #40 continued

SAMPLE APPLICATION FORM—MANUFACTURING

PREVIOUS EMPLOYMENT – LIST MOST RECENT JOB FIRST

INCLUDE BELOW ALL PERIODS OF EMPLOYMENT PLUS PERIODS OF UNEMPLOYMENT OR SELF-EMPLOYMENT.

FROM MO. YR.	TO MO. YR.	NAME AND ADDRESS OF FIRM	TITLE OF POSITION YOU HELD	RATE OF PAY	REASON FOR LEAVING
1		NAME ADDRESS CITY STATE			
2		NAME ADDRESS CITY STATE			
3		NAME ADDRESS CITY STATE			
4		NAME ADDRESS CITY STATE			
5		NAME ADDRESS CITY STATE			
6		NAME ADDRESS CITY STATE			

EMPLOYMENT

DOES YOUR EMPLOYER KNOW OF YOUR INTENTIONS TO CHANGE EMPLOYMENT? YES__________ NO__________

DO YOU AUTHORIZE US TO CONTACT YOUR PRESENT EMPLOYER?__YES __________ NO__________

GIVE NAMES OF THREE PERSONS NOT RELATED TO YOU AND BY WHOM YOU HAVE NOT BEEN EMPLOYED THESE THREE PEOPLE SHOULD HAVE KNOWN YOU SEVERAL YEARS. (PLEASE PRINT)

NAME	ADDRESS	OCCUPATION	YEARS KNOWN
1.			
2			
3			

HAVE YOU EVER BEEN CONVICTED OF A FELONY? ☐ YES ☐ NO (TO BE USED ONLY IF CONVICTION RELATES TO FITNESS TO PERFORM A PARTICULAR POSITION)

IF YOUR ANSWER IS "YES", GIVE COMPLETE DETAILS.

WHERE ARRESTED	DATE	NATURE OF CHARGE	DISPOSITION

REFERENCES

Name______________________________

Employability Activity #40 continued

SAMPLE APPLICATION FORM—MANUFACTURING

EXPERIENCE

DESCRIBE YOUR JOB DUTIES AND EXPERIENCE TO CORRESPOND WITH POSITIONS AND DATES SHOWN ON OPPOSITE PAGE.

1

2

3

4

5

6

INTEREST

WHAT ABILITIES, SKILLS, AND PERSONALITY CHARACTERISTICS DO YOU HAVE WHICH YOU FEEL ARE PARTICULARLY SUITED FOR THE JOB FOR WHICH YOU ARE APPLYING?
(LIST MACHINES THAT YOU CAN OPERATE)

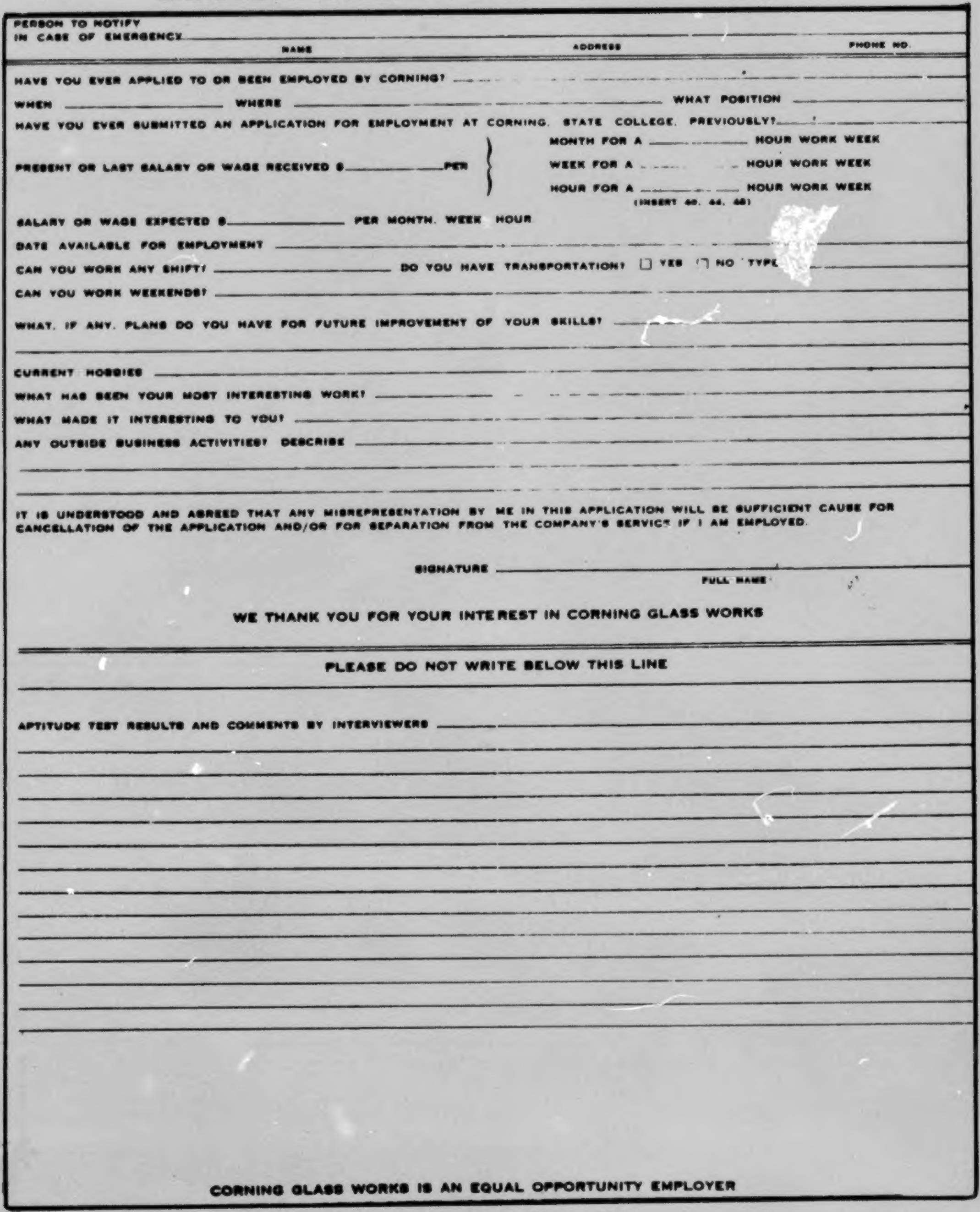
WHAT POSITION OF LEADERSHIP OR RESPONSIBILITY HAVE YOU HELD IN SCHOOL, WORK, OR ELSEWHERE?

OF WHAT CIVIC, TECHNICAL, AND PROFESSIONAL SOCIETIES AND ORGANIZATIONS ARE YOU A MEMBER?

Name ______________________

Employability Activity #40 continued

SAMPLE APPLICATION FORM—MANUFACTURING



PERSON TO NOTIFY
IN CASE OF EMERGENCY ____________________
NAME ADDRESS PHONE NO.

HAVE YOU EVER APPLIED TO OR BEEN EMPLOYED BY CORNING? ____________________

WHEN ____________ WHERE ____________________ WHAT POSITION ____________

HAVE YOU EVER SUBMITTED AN APPLICATION FOR EMPLOYMENT AT CORNING, STATE COLLEGE, PREVIOUSLY? ____________

PRESENT OR LAST SALARY OR WAGE RECEIVED $__________PER
MONTH FOR A ________ HOUR WORK WEEK
WEEK FOR A ________ HOUR WORK WEEK
HOUR FOR A ________ HOUR WORK WEEK
(INSERT 40, 44, 48)

SALARY OR WAGE EXPECTED $____________ PER MONTH, WEEK HOUR

DATE AVAILABLE FOR EMPLOYMENT ____________________

CAN YOU WORK ANY SHIFT? ____________ DO YOU HAVE TRANSPORTATION? ☐ YES ☐ NO TYPE ________

CAN YOU WORK WEEKENDS? ____________________

WHAT, IF ANY, PLANS DO YOU HAVE FOR FUTURE IMPROVEMENT OF YOUR SKILLS? ____________________

CURRENT HOBBIES ____________________

WHAT HAS BEEN YOUR MOST INTERESTING WORK? ____________________

WHAT MADE IT INTERESTING TO YOU? ____________________

ANY OUTSIDE BUSINESS ACTIVITIES? DESCRIBE ____________________

IT IS UNDERSTOOD AND AGREED THAT ANY MISREPRESENTATION BY ME IN THIS APPLICATION WILL BE SUFFICIENT CAUSE FOR CANCELLATION OF THE APPLICATION AND/OR FOR SEPARATION FROM THE COMPANY'S SERVICE IF I AM EMPLOYED.

SIGNATURE ____________________
FULL NAME

WE THANK YOU FOR YOUR INTEREST IN CORNING GLASS WORKS

PLEASE DO NOT WRITE BELOW THIS LINE

APTITUDE TEST RESULTS AND COMMENTS BY INTERVIEWERS ____________________

CORNING GLASS WORKS IS AN EQUAL OPPORTUNITY EMPLOYER

Source: From Corning Glass Works, State College, PA. Copyright 1981. Reprinted by permission.

Name ____________________

Employability Activity #40 continued

SAMPLE APPLICATION FORM—GENERAL

application for employment

We are an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including race, creed, color, age, sex, religion or national origin.

PERSONAL INFORMATION Date Social Security Number

Name Last First Middle

Present Address Street City State Zip

Permanent Address Street City State Zip

Phone No. Height Weight

State Name and Department of Any Relatives, Other Than Spouse, Already Employed By This Company

Referred By

Last

First

Middle

EMPLOYMENT DESIRED

Position Date You Can Start Salary Desired

Are You Employed Now? If So May We Inquire of Your Present Employer

Ever Applied to this Company Before? Where When

EDUCATION	Name and Location of School	Circle Last Year Completed	Did You Graduate?	Subjects Studied and Degree(s) Received
Grammar School			☐ Yes ☐ No	
High School		1 2 3 4	☐ Yes ☐ No	
College		1 2 3 4	☐ Yes ☐ No	
Trade, Business or Correspondence School		1 2 3 4	☐ Yes ☐ No	

Subjects of Special Study or Research Work

What Foreign Languages Do You Speak Fluently?

Read Write

Activities Other Than Religious (Civic, Athletic, etc.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

Name

Employability Activity #40 continued

SAMPLE APPLICATION FORM—GENERAL

FORMER EMPLOYERS List Below Last Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD: Do you have any physical condition which may limit your ability to perform the job applied for?

In Case of Emergency Notify
Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.
Employment Manager Dept. Head General Manager

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JPRS6 LESSON: COMPLETING JOB APPLICATION FORMS

Job procurement and retention Skills

Reading Activity #40

Vocabulary: **groomed, bother, applicant, references, reliable**

FILLING OUT THE JOB APPLICATION

Three different young men came into my office today and applied for the job on the loading dock. Each one of them looked able to handle it. The second one, Bill, was very polite and well groomed and seemed to be bright. However, none of them even knew enough to fill out the forms correctly. They didn't have enough information.

Maybe they thought the forms were too difficult. If that's the case, they would never be able to do the shipping forms and probably couldn't fill out their own time cards! If they thought that it was a *bother* to answer the questions completely, then I don't want to *bother* them by hiring them. After all, there is a certain amount of paper work required in nearly every job.

I overheard the first applicant asking my secretary, "Is all this stuff necessary?" He was the one who couldn't recall his Social Security number. We wouldn't be able to pay him without it. He had worked in two other places, and he listed their names, but there were no addresses, and no employers' names. How am I supposed to judge what kind of a worker he is? There were no references, except a high school teacher. Who could tell me whether this fellow would be on time for work, if he would be a good worker, or if he would be easy to get along with? Sure, I could ask his teacher about some things like his grades and attitude, but what I want to know is how well he will fit in with my company.

I have been without a dock supervisor for 2 weeks. It would have been great to hire one of these boys. I'm surprised that they came here to apply for work without the necessary information. I understand that they were young and that none of them had a great deal of experience. But all of them had held summer jobs, and they could have used their bosses as references. Under the heading, "Work Experience," the third one just wrote, "I worked at the ocean." That's all! There was no name or address of the job or the employer. What good is that to me?

Well, I heard my secretary tell one of them, as he was leaving, that perhaps he should get his facts straight and try again. We don't normally allow this. I think she knows how much we need a reliable person on the loading dock. She felt, like me, that any of them could handle it. I would have hired the first one through the door today if he had only prepared himself for the questions.

______________________________Name

Reading Activity #40 continued

How well did you read? Complete the following sentences.

1. The three boys couldn't fill out the forms correctly because
   - a. ______ they didn't have enough information.
   - b. ______ they dropped out of school.
   - c. ______ they didn't really want the job.
2. Two things the man would have liked to ask a reference about the boys were
   - a. ______ if they would get along with others.
   - b. ______ if they would be on time for work.
   - c. ______ what they wear to work.

Match the following words from the story with their meanings.

1. ______ applicant
2. ______ employer
3. ______ reference

a. a person who will tell what kind of worker you are.
b. a person who wants a job.
c. a person who hires workers.

The words in the following sentences need to be put in the proper order. Write the sentences correctly on the lines. Don't forget capital letters and punctuation marks!

1. my collect in Security year Social uncle can another
2. asked a job to Rita teacher write her reference her for math a
3. some job any for applicant this experience have must work
4. is work to required he to a suit wear

Name ______

Reading Activity #40—Answers

How well did you read? Complete the following sentences.

1. The three boys couldn't fill out the forms correctly because
   a. __✓__ they didn't have enough information.
   b. ______ they dropped out of school.
   c. ______ they didn't really want the job.

2. Two things the man would have liked to ask a reference about the boys were
   a. __✓__ if they would get along with others.
   b. __✓__ if they would be on time for work.
   c. ______ what they wear to work.

Match the following words from the story with their meanings.

1. __b__ applicant
2. __c__ employer
3. __a__ reference

a. a person who will tell what kind of worker you are.
b. a person who wants a job.
c. a person who hires workers.

The words in the following sentences need to be put in the proper order. Write the sentences correctly on the lines. Don't forget capital letters and punctuation marks!

1. my collect in Security year Social uncle can another
   My uncle can collect Social Security in another year.

2. asked a job to Rita teacher write her reference her for math a
   Rita asked her math teacher to write her a reference for a job.

3. some job any for applicant this experience have must work
   Any applicant for this job must have some work experience.

4. is work to required he to a suit wear
   He is required to wear a suit to work.

Math Activity #40

Vocabulary: **gross pay, hourly wage, rate**

This activity will give you practice with multiplication, division, and percentages.

(Show all of your work in the space provided.)

Bill is trying to fill out a job application form. He never realized he would need his math skills to help him get a job.

1. Bill is asked to write down how much he would like to be paid. He decides that $3.85 an hour would be a fair amount.
   a. At that rate, how much will he earn each day, working an 8-hour day, 5 days a week?
   b. How much gross pay will he get per week?
   c. How much gross pay will he get per month, assuming there are 4 weeks in a month?
   d. How much gross pay will he get per year, assuming there are 52 weeks in a year?
2. It is March 24, 1982. Bill has to write his birth date, 11/18/64, on the application. Then it asks for his age in years and months. Can you figure out his age? ________ years ________ months

Name________________________________

Math Activity #40 continued

3. The application asks how much he made on his last job. He earned $130 per week, working 5 days a week, 8 hours a day.
   a. How much did Bill earn each day?

   b. What was his hourly wage?

4. If we assume there are 40 hours each week, 4 weeks in a month, and 52 weeks or 12 months in a year, answer the following problems:
   a. A person earning $8,840 per year is paid how much each week?

   b. A person earning $208 per week is paid how much each hour?

   c. A person earning $1,000 per month is paid how much each week?

________________________Name

Math Activity #40—Answers

Vocabulary: **gross pay, hourly wage, rate**

This activity will give you practice with multiplication, division, and percentages.

(Show all of your work in the space provided.)

Bill is trying to fill out a job application form. He never realized he would need his math skills to help him get a job.

1. Bill is asked to write down how much he would like to be paid. He decides that $3.85 an hour would be a fair amount.

   a. At that rate, how much will he earn each day, working an 8-hour day, 5 days a week?

   $3.85 per hour
   x 8 hours
   $30.80 per day

   b. How much gross pay will he get per week?

   $30.80 per day
   x 5 days
   $154.00 per week

   c. How much gross pay will he get per month, assuming there are 4 weeks in a month?

   $154.00 per week
   x 4 weeks
   $616.00 per month

   d. How much gross pay will he get per year, assuming there are 52 weeks in a year?

   $154.00 per week
   x 52 weeks
   $8008.00 per year

2. It is March 24, 1982. Bill has to write his birth date, 11/18/64, on the application. Then it asks for his age in years and months. Can you figure out his age? 16 years 4 months

1981 year 3 months
- 1964 year 11 months
17 years - 8 months

~~17~~ 16 years 12 months
- 8 months
16 years 4 months

Math Activity #40—Answers continued

3. The application asks how much he made on his last job. He earned $130 per week, working 5 days a week, 8 hours a day.

   a. How much did Bill earn each day?

      $26 per day
      5 | $130 per week

   b. What was his hourly wage?

      $3.25 per hour
      40 | $130 per week

      or

      $3.25 per hour
      8 | $26 per day

4. If we assume there are 40 hours each week, 4 weeks in a month, and 52 weeks or 12 months in a year, answer the following problems:

   a. A person earning $8,840 per year is paid how much each week?

      $170 per week
      52 | $8840 per year

   b. A person earning $208 per week is paid how much each hour?

      $5.20 per hour
      40 | $208 per week

   c. A person earning $1,000 per month is paid how much each week?

      $250 per week
      4 | $1000 per month

JPRS7 LESSON: THE RESUMÉ

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain the importance of a résumé.
2. Prepare a résumé.

RESOURCES:

Required: 1. Employability Activity #41: SAMPLE RÉSUMÉ and Employability Activity #41: FILL IN A RÉSUMÉ

Optional: 1. Kimbrell, G. & Vineyard, B.S. *Succeeding in the world of work.* Bloomington, Ill.: McKnight, 1972

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Demonstration

CONTENT OUTLINE:

I. Introduction:
The importance of the résumé.
   - A. Personal: all information that relates personally
   - B. Education: name, location, years attended, course of study
   - C. Activities: in school, out of school
   - D. Honors
   - E. Military
   - F. Work experience: name, address, phone, position, supervisor, dates, description of responsibilities
   - G. Other pertinent information

II. Discuss sample résumé.

LEARNING ACTIVITIES:

1. Have students complete Employability Activity #41: FILL IN A RÉSUMÉ

EVALUATION:

1. Each student will prepare a résumé to be evaluated according to the accuracy of the information in it.
2. Each student will write a paragraph stating the importance of a résumé.

Employability Activity #41

SAMPLE RÉSUMÉ

Objective: I am seeking full-time employment as an auto mechanic at a service station or garage.

Name: Wendy E. Moore

Address: 782 Summit Street
Harrisburg, PA 17023

Telephone: (717) 745-1802

Birth Date: 8/19/63

Marital Status: Single

Personal: 5′ 8″, 125 lbs.

Education: William Penn High School, Harrisburg, PA
Graduated June 1981—auto mechanics

Experience: Summer 1978, 1979: Al's Service Station—pump attendant
Summer 1980 to present: Al's Service Station—assistant to mechanic

Extracurricular: President, Auto Mechanics Club; member of student council; member of Harmonizers (ladies' barbershop quartet); intramural volleyball; softball

References: Mr. Alan Church (Employer)
418 Victory Highway
Dauphin, PA 17014

Ms. Elizabeth Murray (Teacher)
William Penn High School
Harrisburg, PA 17023

____________________________ Name

Employability Activity #41

FILL IN A RÉSUMÉ

Now use information about yourself to fill in this résumé.

Objective:

Name:

Address:

Telephone:

Birth Date:

Marital Status:

Personal:

Education:

Experience:

Extracurricular:

References:

Name________________________________

Reading Activity #41

Vocabulary: **qualified, references, teletype, dishonest**

WHAT THEY DON'T KNOW WON'T HURT 'EM

"Carole, you can't do that!"

"Sure I can, Kath. Hey, it's a jungle out there. The job market's tough. There are a lot more people better qualified for this job than me. This is *my* résumé. I can doctor it up anyway I want."

"But Carole, what if they check on you? What if they call Orange State Junior College and ask about your record?"

"You don't really think they'd try, do you?" I said. "I only went for 1½ years. I didn't say I had a degree in case they might ask to see my diploma. Besides, do you see any phone number or address?"

"No."

"That's right! There isn't any, because there isn't any Orange State Junior College. The whole thing's made up. Somebody told me that you could write anything you want for the education part of a résumé. The employers never check on it. They're mostly interested in work experience. Take a look at that," Carole said, pointing to her typed résumé.

"Hmm," Kathy said as she read more. "Hilltop Quik Shop, 1 year, at $2.00 per hour; Burger Palace, 1 year, $2.65 per hour; Motor Lodge (desk clerk), 1 year at $2.65 per hour; Ace Plumbing and Heating (secretary), 1 year, $3.00 per hour. Hey, wait a minute. You never worked at a motor lodge."

"No kidding, Dick Tracy. That's why I didn't give the full name. I listed plenty of other good references. I gave them the name and address of Tony from the Hilltop Quik Shop and Uncle Fred at Ace Plumbing and Heating.

"I don't get it, Carole. Why did you lie about being a desk clerk?"

"I also wrote that I could run business machines. One that I mentioned was a teletype. The only place I could think of that had one was the Winston Motor Lodge."

"I don't know, but I think you're in for a big surprise."

Reading Activity #41 continued

"You mean a big job!"

"Carole, they're going to catch you. What if they ask your Uncle Fred about you. Do you think he would lie about Orange State? Or what if they call Tony and ask about you? You didn't work for him for a whole year. It was more like 3 months. And did you notice you have 4 years' work experience listed here?"

"Yeah, so what?"

"Honey, you were only out of high school for 2 years. Even if you worked summers and in between semesters at Orange State it wouldn't add up to 4 years. You're a fool if you send this in. What if you get the job and have to run a teletype? The boss will know right away you can't. And you'll never get a job if they think you're dishonest. I think you should tear it up. Write a new one. You won't fool anyone with these lies. Why don't you come back to earth and try it again, Carole?"

Name______________________________

Reading Activity #41 continued

How well did you read? Complete the following sentences.

ORANGE
STATE JR
COLLEGE

1. Carole
   - a. ________ went to college for a year and a half.
   - b. ________ went to Orange State Junior College.
   - c. ________ didn't go to college.

2. Carole put things on her résumé that weren't true
   - a. ________ to get a good job.
   - b. ________ because she didn't care if she got a job.
   - c. ________ just to be funny.

3. An employer who checked up on Carole's résumé probably
   - a. ________ wouldn't hire her because she was dishonest.
   - b. ________ would ask her to rewrite the résumé.
   - c. ________ wouldn't care that she had been dishonest.

Draw lines to match the words with their meanings.

résumé	the jobs a person has had
education	fact sheet used to get a job
work experience	the schools a person has gone to

610

________________________ Name

Reading Activity #41 continued

When writing a résumé, you should follow the advice in the story and only put down things that are true. Below is a list of statements about Carole. Put *T* beside each statement that is true. Put *F* beside each statement that is false. Put *?* beside each statement that cannot be found in the story.

_________ 1. Carole graduated from high school.
_________ 2. She had a job as a desk clerk at a motor lodge.
_________ 3. Carole quit college after 1 year.
_________ 4. Carole could not run a teletype machine.
_________ 5. Carole worked as a secretary for a year.
_________ 6. Carole is a good waitress.
_________ 7. Carole listed references on her résumé.

Name_______________________________

Reading Activity #41—Answers

How well did you read? Complete the following sentences.

1. Carole
   a. ___✓___ went to college for a year and a half.
   b. ________ went to Orange State Junior College.
   c. ________ didn't go to college.

ORANGE STATE JR COLLEGE

2. Carole put things on her résumé that weren't true
   a. ___✓___ to get a good job.
   b. ________ because she didn't care if she got a job.
   c. ________ just to be funny.

3. An employer who checked up on Carole's résumé probably
   a. ___✓___ wouldn't hire her because she was dishonest.
   b. ________ would ask her to rewrite the résumé.
   c. ________ wouldn't care that she had been dishonest.

Draw lines to match the words with their meanings.

résumé	the jobs a person has had
education	fact sheet used to get a job
work experience	the schools a person has gone to

When writing a résumé, you should follow the advice in the story and only put down things that are true. Below is a list of statements about Carole. Put *T* beside each statement that is true. Put *F* beside each statement that is false. Put *?* beside each statement that cannot be found in the story.

___?___ 1. Carole graduated from high school.
___F___ 2. She had a job as a desk clerk at a motor lodge.
___F___ 3. Carole quit college after 1 year.
___T___ 4. Carole could not run a teletype machine.
___F___ 5. Carole worked as a secretary for a year.
___?___ 6. Carole is a good waitress.
___T___ 7. Carole listed references on her résumé.

Math Activity #41

Vocabulary: **résumé, work experience, graduated**

This activity will give you practice with working with time.

(Show all of your work in the space provided.)

The information below was on Carole's résumé. Use it to answer the questions that follow.

Birth Date: 11/18/59

Education: West High School; graduated June 1977
Orange State Junior College 9/78-6/79

Work Experience: Hilltop Quik Shop 6/77-9/78
Burger Palace 1/79-7/79
Motor Lodge 9/79-2/80
Ace Plumbing and Heating 2/80-3/81

1. Carole wrote this résumé on June 18, 1981. How old was she at the time? Give your answer in years and months.

2. How old was Carole when she graduated from high school? Give your answer in years and months.

3. Give the name of the month in which Carole began college. How many months was she in college?

4. After Carole stopped working at the Hilltop Quik Shop, how many months was she without work?

Name______________________________

Math Activity #41 continued

5. Carole worked at the Burger Palace from when to when? Give the names of the months.

6. Which job did Carole have for the longest period of time? How many months was she employed at that job?

7. Give the names of the months Carole started and stopped working at the Motor Lodge.

8. Figure out the *total* number of months that Carole was employed. If you put all the months together, how many whole years and months does this make?

____________________________Name

Math Activity #41—Answers

Vocabulary: **résumé, work experience, graduated**

This activity will give you practice with working with time.

(Show all of your work in the space provided.)

The information below was on Carole's résumé. Use it to answer the questions that follow.

Birth Date:	11/18/59
Education:	West High School; graduated June 1977 Orange State Junior College 9/78-6/79
Work Experience:	Hilltop Quik Shop 6/77-9/78 Burger Palace 1/79-7/79 Motor Lodge 9/79-2/80 Ace Plumbing and Heating 2/80-3/81

1. Carole wrote this résumé on June 18, 1981. How old was she at the time? Give your answer in years and months.

1981 - 6 months
- 1959 - 11 months
22 years, 5 months

(21)
22 years - 12 months
— 5 months
21 years - 7 months

2. How old was Carole when she graduated from high school? Give your answer in years and months.

1977 year, 6 months
- 1959 year, 11 months
18 years - 5 months

(17)
18 years, 12 months
— 5 months
17 years, 7 months

3. Give the name of the month in which Carole began college. How many months was she in college?

September

1979 year, 6 months
1978 year, 9 months
1 year - 3 months

(1 yr) - 12 months
— 3 months
9 months

4. After Carole stopped working at the Hilltop Quik Shop, how many months was she without work?

3 months

Oct., Nov., Dec.

Math Activity #41—Answers continued

5. Carole worked at the Burger Palace from when to when? Give the names of the months.

   January 1979 until July 1979

6. Which job did Carole have for the longest period of time? How many months was she employed at that job?

   Hilltop Quik Shop 15 months

7. Give the names of the months Carole started and stopped working at the Motor Lodge.

   September, February

8. Figure out the *total* number of months that Carole was employed. If you put all the months together, how many whole years and months does this make?

   Hilltop Quik Shop — 1 yr. 3 months
   Burger Palace — 6 months
   Motor Lodge — 5 months
   Ace Plumbing — 1 yr. 1 month

   2 yrs. 15 months =
   3 yrs and 3 months

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe several elements of the job interview situation.
2. List three questions that an interviewer may ask and give the appropriate responses.

RESOURCES:

Required:
1. Employability Activity #42: TYPICAL INTERVIEW QUESTIONS—COULD YOU ANSWER THESE?
2. Employability Activity #42: EIGHT TIPS ON HOW TO ACT DURING THE INTERVIEW

Optional:
1. Kimbrell, G. & Vineyard, B.S. *Succeeding in the world of work.* Bloomington, Ill.: McKnight, 1972
2. Wooden, R.J. Getting hired. In *Succeeding on your first job.* Columbus: The Ohio State University, Agriculture Education Curriculum Materials Service, 1977
3. Other materials from Bureau of Employment Security, guidance office, etc.

TEACHER DELIVERY SYSTEM:

1. Mock interviews
2. Discussion

CONTENT OUTLINE:

I. Introduction:
   Importance of the interview:
   A. Be on time—the first impression (handshake, eye contact)
   B. Appearance
   C. Facts about yourself
   D. Others

II. Discussion:
   A. The questions that may be asked in an interview and why they are important for the employer to know.
   B. How to prepare for a job interview.

III. The teacher will select or prepare a number of questions pertaining to the interview from the handouts and provide sample answers.

LEARNING ACTIVITIES:

Have students:
1. Act as both interviewer and interviewee on an alternating basis.
2. Read Employability Activity #42: TYPICAL INTERVIEW QUESTIONS—COULD YOU ANSWER THESE? and Employability Activity #42: EIGHT TIPS ON HOW TO ACT DURING THE INTERVIEW.

3. Discuss Employability Activity #42: TYPICAL INTERVIEW QUESTIONS—COULD YOU ANSWER THESE? and Employability Activity #42: EIGHT TIPS ON HOW TO ACT DURING THE INTERVIEW.

EVALUATION:

1. The instructor will evaluate the students during the mock interview sessions.
2. Students will identify several "tips" for interviewing.
3. Students will formulate some typical interview questions.

Employability Activity #42

TYPICAL INTERVIEW QUESTIONS—COULD YOU ANSWER THESE?

1. Why do you think you would like to work for this firm?
2. How did you find out about us?
3. What is your school grade-point average?
4. Do you own a car?
5. What kind of experience do you have? (full-time, part-time)
6. What kinds of *special* skills do you have?
7. Why did you leave your last job?
8. Can we contact your previous employer?
9. How many days of school or work have you missed in the past year?
10. What is your biggest weakness?
11. What are your hobbies?
12. Do you feel you get along well with others?
13. How well can you "handle" responsibility?
14. Why do you feel we should hire you?
15. Do you think you can handle both your schoolwork and a part-time job?
16. Would you be willing to work overtime? Weekends?
17. When can you start work?
18. Are there any questions that you would ask during an interview?

Name____________________________________

Employability Activity #42

EIGHT TIPS ON HOW TO ACT DURING THE INTERVIEW

1. Get there *early* but not too early—10 to 15 minutes is just fine. This will allow time to get a parking place, find the right office, and get settled ahead of time. Be certain to tell them you are there.
2. Dress appropriately—no jeans or "flashy" clothing.
3. First impressions are important. Greet the interviewer by name—Mr., Mrs., Miss (if in doubt use Ms.) ____________________. Give your name, smile, shake hands firmly.
4. Do not sit until you are offered a seat. Sit up straight, but *relax*!
5. The interviewer should be the one to begin talking. You should listen and be ready to answer and ask questions. Be sure to look at the interviewer, not at the floor or out the window.
6. Ask questions about the job and the firm. This shows that you are interested and have given some thought to taking the job. Inquire about the salary but don't dwell on the subject until you are offered the job.
7. Try to use proper English at all times—no slang! Speak clearly.
8. The interviewer should be the one to end the interview. Thank him/her for the opportunity to talk about the job. Ask when you can expect to hear that the opening has been filled.
9. Can *you* think of any other important tips?

________________________________Name

Reading Activity #42

Vocabulary: **noticed, congratulations, interview**

DRESSING THE PART

"Hey, Joe! Get a load of Mr. Clean over there!"

I looked up to see who Skip was talking about. There, walking down the other side of the street, was Jack Hanley. He was wearing clothes I never even knew he owned. It was the first time I'd ever seen him wear anything but blue jeans. Plus he had on a white shirt, sweater, and tie!

"Hey man, you didn't tell us you were getting married!" I yelled across the street.

Jack crossed the street and came across to where we were hanging around. He laughed, "Have your fun, guys. But I have a job interview and I want to look my best."

Skip snorted, "You've got it all wrong if you think fancy clothes make a difference. If you're wrong for the job they won't hire you no matter how you look."

"Yeah," Jack said. "But how about if I'm right for it, and I look like a slob? Do you think they'd take me then?"

I shrugged, and Skip just took a drag on his cigarette.

"I'm not taking any chances," Jack said. "I really want this job." And he took off down the street.

I looked at Skip. "Do you think there's anything to what he says?"

Skip scowled. "No, are you kidding? He doesn't know what he's talking about."

I wasn't so sure. I had never dressed up for any job interview. But, I'd never gotten a job either. "Let's wait and see if he gets the job," I said.

A couple of nights later we were down at Artie's playing pool. In walks Jack with a big smile on his face. "Hey, gang, the next game is on me."

Artie leaned across the counter. "What's up, Jack? Did you rob a bank or something? And where did you get those fancy pants?"

Name________________________________

Reading Activity #42 continued

"I just got myself a job, Artie! And now that I've got bucks to spend you're going to be seeing clothes like this a lot more often. Even the guy that hired me noticed my clothes. He said, 'It's nice to see a young man who takes pride in the way he looks.' "

I looked over at Skip. He just shrugged and picked up a pool cue.

But I walked over to where Jack was standing. "Congratulations, Jack." I told him. "Maybe sometime soon you can give me some tips on how to dress for an interview. I just might give it another try."

He nodded. "Sure thing, pal. Let's play pool."

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____________________ Name

Reading Activity #42 continued

How well did you read? Complete the following sentences.

1. Jack was all dressed up because
   a. __________ he wanted to show off.
   b. __________ he was going to a wedding.
   c. __________ he was going to a job interview.

2. Skip said that
   a. __________ fancy clothes are sure to get you a job.
   b. __________ if you're wrong for a job, it doesn't matter how you dress.
   c. __________ he liked Jack's new clothes.

3. The man that hired Jack said
   a. __________ he liked to see young people who dressed nicely.
   b. __________ he was looking for more people to hire.
   c. __________ he didn't care how people dressed.

Fill in the blanks to complete the paragraphs below.

Skip told Joe to __________ at Mr. Clean. Mr. Clean was __________ friend, Jack. He was __________ up in his best ______________. He came across the __________ to talk to them. __________ told Skip and Joe he was dressed up __________ he had a job ________________. He wanted to look __________ good as possible. Skip __________ it didn't make any ______________ how a person dresses __________ a job interview. He __________ if you are wrong __________ a job you will __________ get hired. It won't __________ how you look. Jack did __________ agree with him. He __________ how you look is __________ important.

A few days __________ Skip and Joe were __________ pool down at Artie's. __________ walked in. He said __________ would pay for the __________ game. He told them __________ had a job. He __________ wearing new pants. He __________ Skip and Joe that ______________ nicely can help you __________ a job. Skip didn't __________ anything. But Joe said __________ would like to have __________ tips on how to __________ for an interview.

Name________________________________

Reading Activity #42—Answers

How well did you read? Complete the following sentences.

1. Jack was all dressed up because
   a. ______ he wanted to show off.
   b. ______ he was going to a wedding.
   c. ___✓___ he was going to a job interview.

2. Skip said that
   a. ______ fancy clothes are sure to get you a job.
   b. ___✓___ if you're wrong for a job, it doesn't matter how you dress.
   c. ______ he liked Jack's new clothes.

3. The man that hired Jack said
   a. ___✓___ he liked to see young people who dressed nicely.
   b. ______ he was looking for more people to hire.
   c. ______ he didn't care how people dressed.

Fill in the blanks to complete the paragraphs below.

Skip told Joe to look at Mr. Clean. Mr. Clean was their friend, Jack. He was dressed up in his best Clothes. He came across the street to talk to them. He told Skip and Joe he was dressed up because he had a job interview. He wanted to look as good as possible. Skip said it didn't make any difference how a person dresses for a job interview. He said if you are wrong for a job you will not get hired. It won't matter how you look. Jack did not agree with him. He said how you look is very important.

A few days later Skip and Joe were playing pool down at Artie's. Jack walked in. He said he would pay for the next game. He told them he had a job. He was wearing new pants. He told Skip and Joe that dressing nicely can help you get a job. Skip didn't say anything. But Joe said he would like to have some tips on how to dress for an interview.

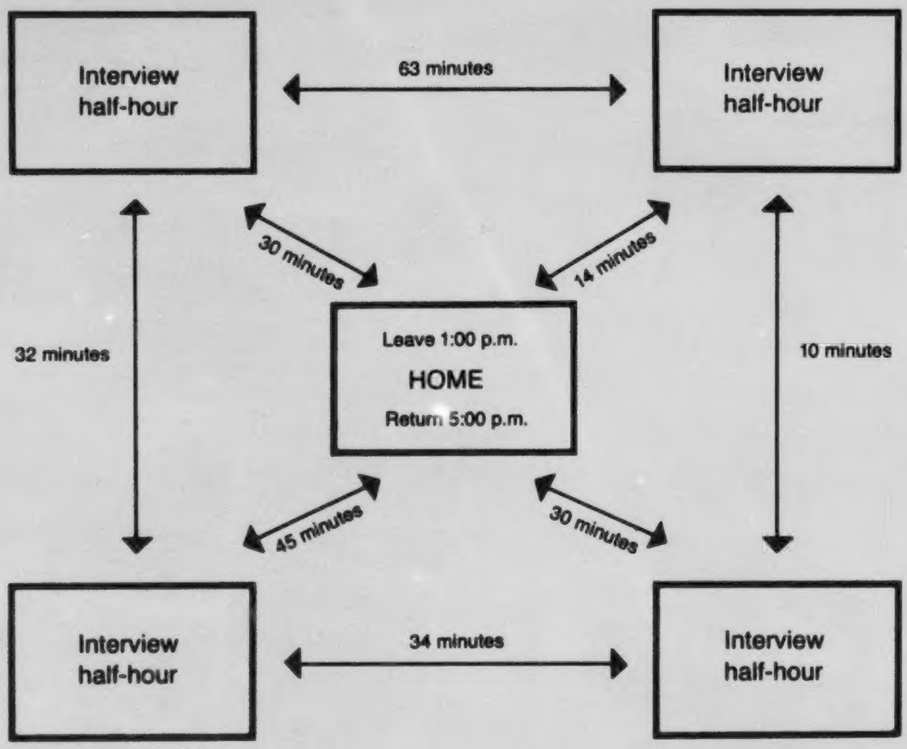
Math Activity #42

Vocabulary: **interview, diagram**

This activity will give you practice with using a diagram.

(Show all of your work in the space provided.)

1. Skip has four interviews to go to this afternoon. Below is a diagram representing the walking times between Skip's home and the places where the interviews are. Assume that Skip will spend a half hour at each interview and that Skip must be back home at 5:00 p.m. He leaves the house at 1:00 p.m. Show the path Skip must take to get home on time.


Interview half-hour
63 minutes
Interview half-hour
30 minutes
14 minutes
32 minutes
Leave 1:00 p.m.
HOME
Return 5:00 p.m.
10 minutes
45 minutes
30 minutes
Interview half-hour
34 minutes
Interview half-hour

2. Has Skip any time to spare?

Name________________________________

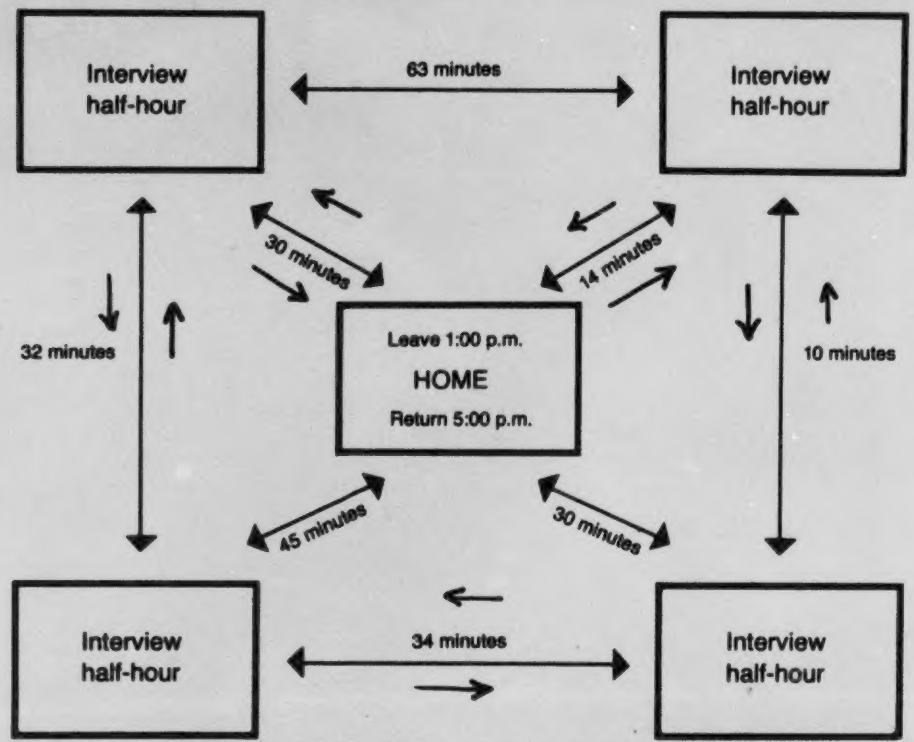
Math Activity #42—Answers

Vocabulary: **Interview, diagram**

This activity will give you practice with using a diagram.

(Show all of your work in the space provided.)

1. Skip has four interviews to go to this afternoon. Below is a diagram representing the walking times between Skip's home and the places where the interviews are. Assume that Skip will spend a half hour at each interview and that Skip must be back home at 5:00 p.m. He leaves the house at 1:00 p.m. Show the path Skip must take to get home on time.


Interview half-hour
63 minutes
Interview half-hour
30 minutes
14 minutes
32 minutes
Leave 1:00 p.m.
HOME
Return 5:00 p.m.
10 minutes
45 minutes
30 minutes
Interview half-hour
34 minutes
Interview half-hour

The route can be followed in either direction.

2. Has Skip any time to spare? No

14 min. + 30 + 32
+ 30 + 34 + 30
+ 10 + 30 + 30 = 240 min. = 4 hours

JPRS9 LESSON: INTERVIEWING: BODY LANGUAGE

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Demonstrate proper handshake, eye contact, and posture for a job interview.

RESOURCES:

Required: 1. Employability Activity #43: CROSSWORD PUZZLE

Optional: 1. Beryle, M. *Your career in the world of work.* Indianapolis: Bobbs-Merrill, 1975

TEACHER DELIVERY SYSTEM:

1. Demonstration
2. Student practice

CONTENT OUTLINE:

I. Introduction:
   - A. This lesson is best done after JPRS8 LESSON: THE INTERVIEW, Employability Activity #42.
   - B. Review Employability Activity #42: TYPICAL INTERVIEW QUESTIONS—COULD YOU ANSWER THESE?

II. The handshake:
   - A. Begin by shaking hands of students as they enter room or at their seats. Give no explanation.
   - B. Afterwards, tell class how their handshakes rate or draw graph on board.
   - C. Explain importance of a handshake and the impression it can have on others.

III. Posture and eye contact:
   - A. Using pupil to role-play interviewer, demonstrate poor eye contact and improper posture. Elicit class discussion.
     Offer students opportunity to repeat your role-play using correct body language.

LEARNING ACTIVITIES:

1. Dividing class into pairs, have students rehearse the interview situation, demonstrating proper handshake, eye contact, and posture.
2. Students will complete Employability Activity #43: CROSSWORD PUZZLE.

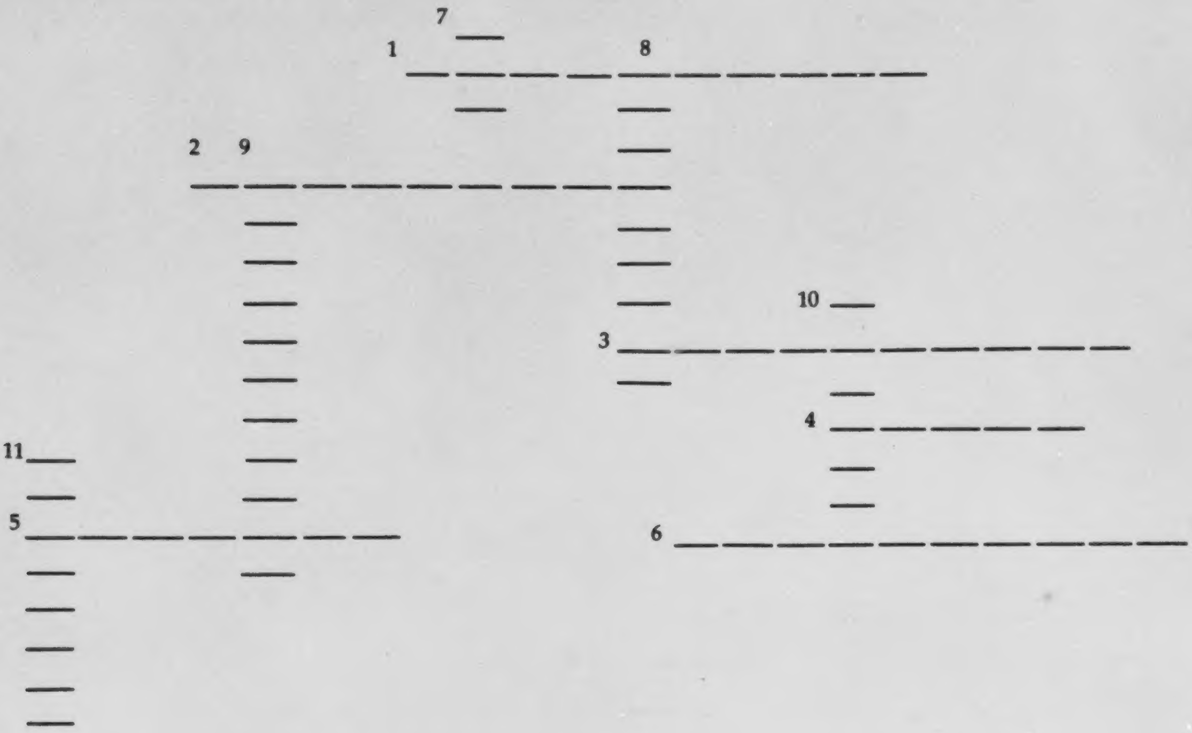
EVALUATION:

1. Teacher will observe students as they practice and will rate each one.
2. Students will discuss terms/concepts in Employability Activity #43: CROSSWORD PUZZLE.

Employability Activity #43

CROSSWORD PUZZLE

Use the pronunciation key to find the correct word for the puzzle from the list at the bottom of the page.



across	*down*
1. konfə′ dəns	7. job
2. hand′shāk′	8. in′tẽr vū′
3. ī kon′takt	9. ap′li kā′shən
4. tim′id	10. pos′chẽr
5. nūr′vəs	11. kən fūz′id
6. ə pêr′əns	

nervous
confused
timid
posture

confidence
application
eye contact
job

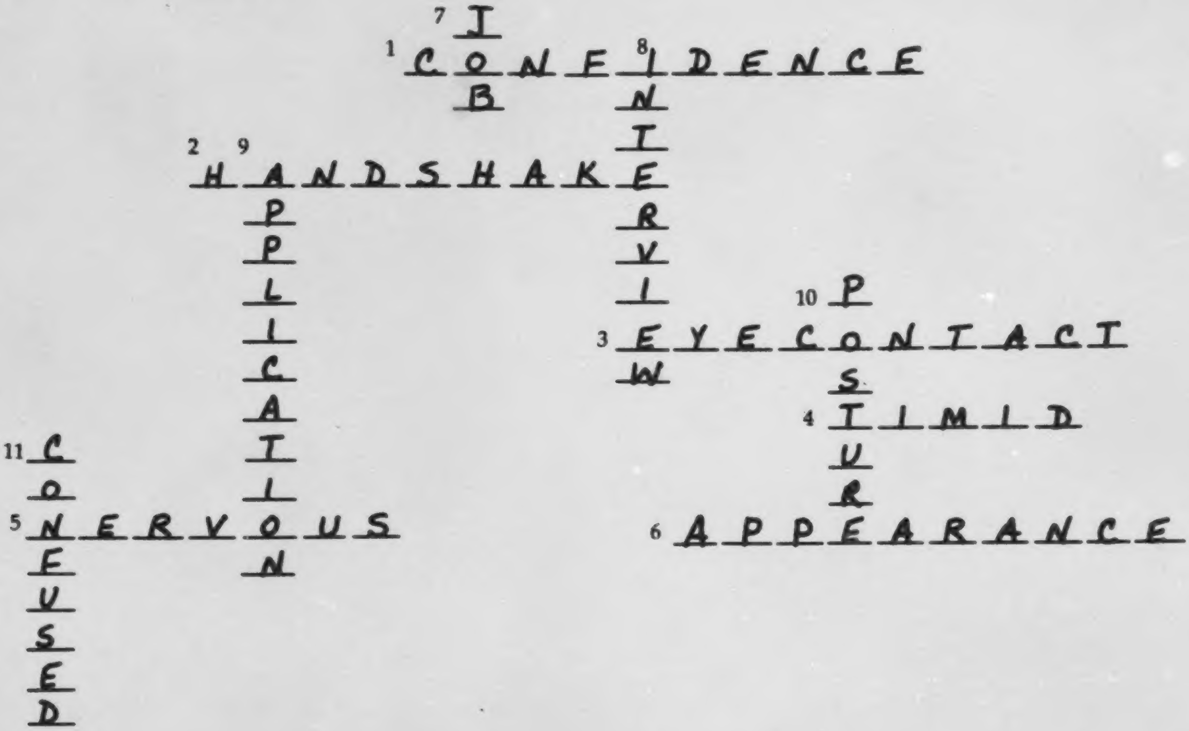
interview
handshake
appearance

____________________Name

Employability Activity #43—Answers

CROSSWORD PUZZLE

Use the pronunciation key to find the correct word for the puzzle from the list at the bottom of the page.



7 JOB
1 CONFIDENCE
8 INTERVIEW
2 HANDSHAKE
9 APPLICATION
10 POSTURE
3 EYE CONTACT
4 TIMID
11 CONFUSED
5 NERVOUS
6 APPEARANCE

across

1. konfə´ dəns
2. hand´shāk´
3. ī kon´takt
4. tim´id
5. nūr´vəs
6. ə pêr´əns

down

7. job
8. in´tẽr vū´
9. ap´li kā´shən
10. pos´chẽr
11. kən fūz´id

nervous
confused
timid
posture

confidence
application
eye contact
job

interview
handshake
appearance

Name____

JPRS9 LESSON: INTERVIEWING: BODY LANGUAGE

Job procurement and retention Skills

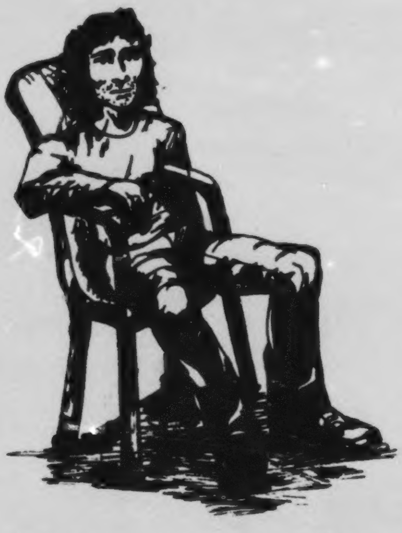
Reading Activity #43

Vocabulary: **unanswered, application, confidence, timid, embarrassed, honestly, nervous, confused, Quality Employment Agency**

IT TAKES ALL KINDS

My name is Ed Hall. I work for the Quality Employment Agency. Mostly what I do is interview people to see what kinds of jobs they could do. Sometimes it's pretty easy. I can tell a lot just in the first 2 or 3 minutes. In the time it takes some people to walk from the door to the chair, I have already ruled out some kinds of work. Most people don't realize how much they are telling me without even saying a word.

For example, here's one type I call Mr. Slob. He didn't bother to get a haircut this year. Of course, if he did, it would look out of place with his 3-day-old beard. He wears jeans, which means he's not looking for office work. The way he slumps in the chair, he probably would like to be a mattress tester. He uses words like "ya know?" and "wow" in every other sentence. And on his application, half of the questions are unanswered, the other half have been scratched out. Wouldn't you just love to have him work for you?

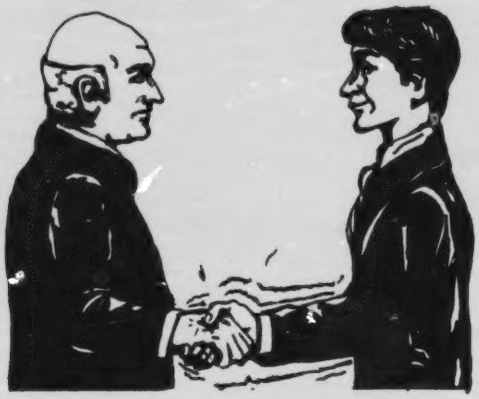


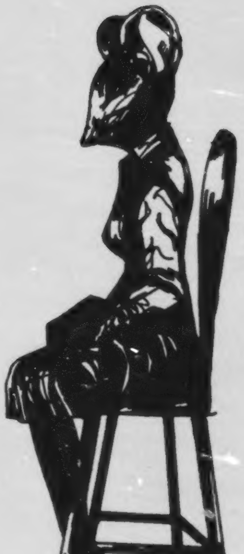
And then there's Mr. Confidence. This guy comes through the door like a "Know-it-all." "Hey! you Mr. Hall? Can I call you Ed? No? Well, pleasure to meet you anyway. OK, who's the lucky boss that gets me to work for him?" I don't get a chance to say anything. He's busy bragging about himself. And the handshake—someone must have told him this

63 ______ Name

Reading Activity #43 continued

was important. He's got a grip like a vise, nearly breaks my hand, shakes so hard and fast my elbow hurts. Sure I'd find him a job. There's just no company with a door big enough for him to fit his head through.





And of course there is little Ms. Timid. I wish you could take half of the "Know-it-all's" confidence and give it to her. When I shake hands with her she gets embarrassed. I guess I would too if I had a handshake like a wet dish rag. She never looks at me. She's staring down at her shoes. Wait a minute. I said "she," but this goes for a lot of guys, too. When they answer a question, it's like a mouse whispering. And on top of that they're whispering in some other direction. This doesn't give me a whole lot of confidence in them. I get the feeling they're scared of people. Where do you think I could find a job for a person like this?

If people weren't so much one way or another, I'd get a better feeling about them. It's good to be confident, but don't go too far. Don't go overboard trying to impress me. Be neat. Answer the questions honestly. And above all, make sure that what I am seeing is *you*. Don't try to be what you think I want to see. This is when people get nervous and confused. Don't slump like Mr. Slob. Sit up straight, show that you are interested, relax, and be yourself.

Name________________________________

631

Reading Activity #43 continued

How well did you read? Complete the following sentences.

1. The problem with Mr. Confidence is that
   a. __________ he doesn't say enough.
   b. __________ he is not well dressed.
   c. __________ he is too sure of himself.

2. People who are timid usually
   a. __________ talk too much.
   b. __________ have a firm handshake.
   c. __________ speak softly.

3. Ed Hall says the important thing to remember at a job interview is to
   a. __________ relax and be yourself.
   b. __________ try to impress the interviewer.
   c. __________ have a firm handshake.

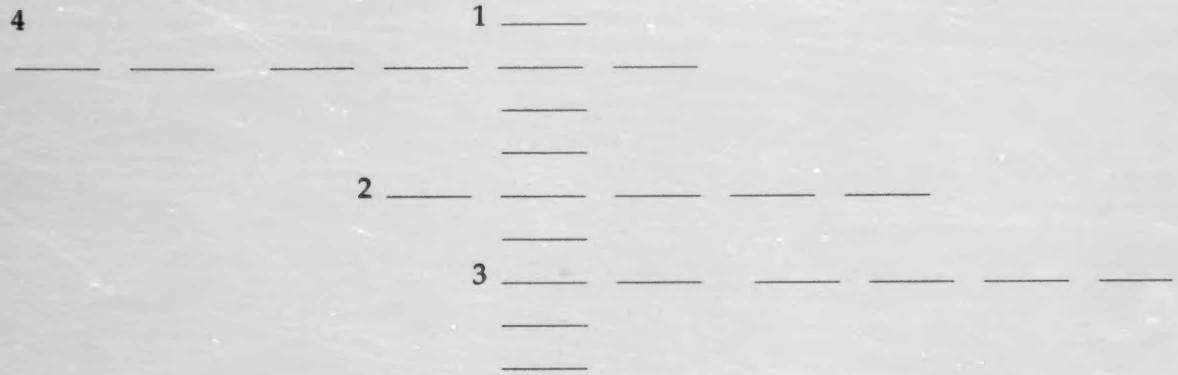
______________________________ Name

Job procurement and retention Skills

Reading Activity #43 continued

Use the four clues below to help you fill in the blanks with words from the story.

1. Like the "Know-it-all"
2. Too shy
3. The interviewer
4. Messy



Get Bs in Interviewing

1. Be YO ___ R ___ E ___ F
2. Be N ___ ___ T
3. Be ___ ON ___ I ___ ___ N ___
4. Be ___ ON ___ S ___

Name ______________________________

Reading Activity #43—Answers

How well did you read? Complete the following sentences.

1. The problem with Mr. Confidence is that
   a. ______ he doesn't say enough.
   b. ______ he is not well dressed.
   c. ___✓___ he is too sure of himself.

2. People who are timid usually
   a. ______ talk too much.
   b. ______ have a firm handshake.
   c. ___✓___ speak softly.

3. Ed Hall says the important thing to remember at a job interview is to
   a. ___✓___ relax and be yourself.
   b. ______ try to impress the interviewer.
   c. ______ have a firm handshake.

Reading Activity #43—Answers continued

Use the four clues below to help you fill in the blanks with words from the story.

1. Like the "Know-it-all"
2. Too shy
3. The interviewer
4. Messy

				1	C					
4	M	R	S	L	O	B				
					N					
					F					
				2 T	I	M	I	D		
					D					
				3	E	D	H	A	L	L
					N					
					T					

Get Bs in Interviewing

1. Be YOURSELF
2. Be NEAT
3. Be CONFIDENT
4. Be HONEST

Math Activity #43

Vocabulary: **conduct, vice-president, dictate, interviewer**

This activity will give you practice with addition, subtraction, division, and time.

(Show all of your work in the space provided.)

1. Ed Hall has 20 interviews to conduct today. If he spends 15 minutes on each one, how long will it take to finish all of them?

2. Mr. Hall also has to attend a meeting with the company vice-president at 11:00 this morning. He expects this meeting to take about an hour. Including your answer from question #1, how many hours of Mr. Hall's day have been used?

3. Mr. Hall must dictate two letters, but he can't do this until he's talked to the vice-president. And he also must do them before he meets with another interviewer at 3:00. Mr. Hall goes to lunch from 12:00 to 1:00. How much time will he have after lunch to dictate the letters?

4. Following question #5 you will find an appointment book page. Use the left side of the page to schedule Mr. Hall's day. Use the information from questions #1 and #3 and your answers to fill in the page. You can make up names for the 20 people Mr. Hall has to interview.

5. a. Using the right side column of the appointments page, write out your schedule for the day. You have interviews at 10:15 a.m., 11:30 a.m., 2:00 p.m., and 3:30 p.m. Assume it will take you 30 minutes to and from home and between interviews. Each interview will last 15 minutes.

   b. Suppose you miss the bus in the morning. The next is 30 minutes later. And you don't get out of the 2 o'clock interview until 2:45 p.m. Have you left yourself the chance to get to each appointment?

________________________________ Name

Math Activity #43 continued

Appointments for Friday, December 18

8:00 a.m. ____________________ ____________________

9:00 a.m. ____________________ ____________________

10:00 a.m. ____________________ ____________________

11:00 a.m. ____________________ ____________________

12:00 a.m. Lunch, till 1:00 p.m.

1:00 p.m. ____________________ ____________________

2:00 p.m. ____________________ ____________________

3:00 p.m. Meeting with Tom the interviewer till 3:30 p.m.

4:00 p.m. ____________________ ____________________

5:00 p.m. Quitting time

637

Name____________________

Math Activity #43—Answers

Vocabulary: **conduct, vice-president, dictate, interviewer**

This activity will give you practice with addition, subtraction, division, and time.

(Show all of your work in the space provided.)

1. Ed Hall has 20 interviews to conduct today. If he spends 15 minutes on each one, how long will it take to finish all of them?

20 interviews
x 15 minutes
300 minutes

5 hours
60 ⟌300 min.

2. Mr. Hall also has to attend a meeting with the company vice-president at 11:00 this morning. He expects this meeting to take about an hour. Including your answer from question #1, how many hours of Mr. Hall's day have been used?

5 hours
+ 1 hour
6 hours

3. Mr. Hall must dictate two letters, but he can't do this until he's talked to the vice-president. And he also must do them before he meets with another interviewer at 3:00. Mr. Hall goes to lunch from 12:00 to 1:00. How much time will he have after lunch to dictate the letters?

3:00
−1:00
2 hours

4. Following question #5 you will find an appointment book page. Use the left side of the page to schedule Mr. Hall's day. Use the information from questions #1 and #3 and your answers to fill in the page. You can make up names for the 20 people Mr. Hall has to interview. (open ended)

5. a. Using the right side column of the appointments page, write out your schedule for the day. You have interviews at 10:15 a.m., 11:30 a.m., 2:00 p.m., and 3:30 p.m. Assume it will take you 30 minutes to and from home and between interviews. Each interview will last 15 minutes. (open ended)

   b. Suppose you miss the bus in the morning. The next is 30 minutes later. And you don't get out of the 2 o'clock interview until 2:45 p.m. Have you left yourself the chance to get to each appointment? No 10:15 appointment must bechanged.

JPRS10 LESSON: EMPLOYER RELATIONS

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Illustrate three positive behaviors in an employee/employer relationship.

RESOURCES:

Required: 1. Employability Activity #44: EMPLOYER AND EMPLOYEE EXPECTATIONS

Optional: 1. Resource person from local business/industry (e.g., supervisor, personnel manager)
2. Case studies on employer-employee relations
3. Newspaper clippings on employer-employee agreement/disagreements

TEACHER DELIVERY SYSTEM:

1. Discussions
2. Panel discussion
3. Resource person
4. Role playing

CONTENT OUTLINE:

I. Introduction:
Discussion: Why are good employer-employee relations important?

II. Discussion:
  A. What should the employer expect from a good employee?
  B. What should the employee expect from a good employer?

LEARNING ACTIVITIES:

1. Role-play situations. In each situation the "employee" will be responding to a "trying" statement from the employer or fellow employee. Other students in the room will observe and critique the reactions of the "employee" relative to responding in a positive manner.
2. Students will read and complete Employability Activity #44: EMPLOYER AND EMPLOYEE EXPECTATIONS.
3. Students will be given a case study and will answer the questions at the end of the study.

EVALUATION:

1. Students will list and illustrate three positive behaviors in employer-employee relations.
2. Students will discuss Employability Activity #44: EMPLOYER AND EMPLOYEE EXPECTATIONS.

Job procurement and retention Skills

Employability Activity #44

EMPLOYER AND EMPLOYEE EXPECTATIONS

The relationship you build with your employer is very important to you, the employee. In fact, it's also important to your employer. Below is a list of some things your *employer* will expect and some things you, the *employee,* should expect. Read the lists of expectations and be ready to discuss them in class.

Your *employer* will expect you, the employee, to:

1. Be at work on time.
2. Have good attendance.
3. Call in at the earliest time when you are *really* sick.
4. Work with little or no supervision.
5. Be an honest worker.
6. Complete work assignments as directed.
7. Not criticize your fellow workers or your boss.
8. Work safely and responsibly.
9. Keep busy.
10. Obey all rules and regulations.

Can you add any additional things an employer might expect of an employee?

You, the *employee,* might expect your employer to provide:

1. A safe work environment.
2. Job training.
3. Introductions to all co-workers.
4. Information about company safety and work regulations.
5. A clear time schedule of work (e.g., hours of work, lunch, breaks).
6. A fair wage for hours worked and job assignment.
7. Job advancement over a period of time.
8. Prompt payment each week or pay period.

Can you add any additional things an employee might expect of an employer?

Name

Reading Activity #44

Vocabulary: **supervisor, Valentino's, experienced, introduced, embarrassed, waitresses, hostess**

BOSSES AND BUDDIES

"Janet and Carol, finish cleaning up and then you can leave." Ms. Hayes, our supervisor, said as she walked quickly by us. She had a coffeepot in each hand. She had been working hard all evening. But she still looked cool and calm.

Janet and I had only worked at Valentino's for a week. It was a really fancy restaurant. We were lucky to have jobs there. But we both were experienced waitresses. That's why we were hired.

Ms. Hayes was really nice. She was in charge of all the waitresses in the evenings. She was the hostess. She really didn't look much older than Janet or me. Her first name was Pam, but she introduced herself to us as Ms. Hayes, so that's what we called her.

This seemed to bother Janet. "I don't see why we can't call her Pam," she said. "All the other waitresses do!"

"But they're all a lot older than we are, Janet. And they're a lot older than Ms. Hayes."

"I don't care," Janet said. "I'm going to try calling her Pam and see what happens."

I shook my head. "I don't think you should do that, Janet. She might not like it."

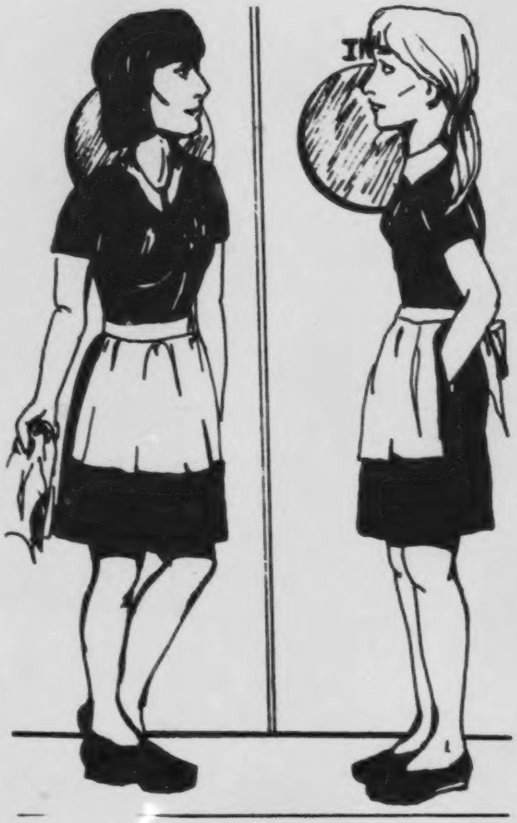
"Why should she mind?" Janet asked. "I'm just trying to be friendly."

The next evening she went over to Ms. Hayes and said, "I'll have a free table in another 15 minutes, Pam. So I'll have room for six."

Ms. Hayes didn't say anything for a minute. Then she said, "OK, Janet." From then on Janet called her Pam, but I kept calling her Ms. Hayes.

Name______________________________

Reading Activity #44 continued



Shortly after that we found out that Ms. Hayes was not married and was only 2 years older than we were. "You know, I've been thinking," Janet said as we were finishing up one night. "We ought to ask Pam to go out with us after work sometime."

"I don't know, Janet. She's still our boss, even if she's just a little bit older than we are."

Janet shrugged. "I don't see what difference it makes."

"With some people it may not make any difference," I said. "But Ms. Hayes doesn't act like she wants to be buddy-buddy with us."

"Well I'm going to ask her anyway." Janet declared, and she headed off to find her. She came back a few minutes later. "She said she has plans."

"I told you so," I said.

A few days later Janet came into work all excited. "Guess what, Carol! I have a date with Steve Wilson tonight!"

"Steve Wilson! You're kidding me!" He was a really nice guy.

"He's picking me up here at 10 tonight," she said.

"At 10! Janet, you're never going to be done by 10. We haven't been done by 10 once this summer."

Janet smiled. "I know. But I'm sure I can get Pam to cover for me. She'll understand."

I decided not to waste my breath trying to change Janet's mind. But I couldn't help overhearing Ms. Hayes' reply when Janet asked her. Ms. Hayes didn't look at all friendly. "Of course you may leave at 10, Janet. But if you do, don't bother to come back. We don't need people we can't depend on. And I would prefer it if you would call me Ms. Hayes, not Pam."

Poor Janet looked really embarrassed. But you can't treat employers like pals unless they want you to.

Reading Activity #44 continued

How well did you read? Complete the following sentences.

1. Janet wanted to call Ms. Hayes by her first name because
   a. __________ she liked the name Pam.
   b. __________ Ms. Hayes wasn't much older than Janet and Carol.
   c. __________ she wanted to make Ms. Hayes angry.

2. Carol didn't think Ms. Hayes would go out with them because
   a. __________ she was their employer.
   b. __________ she didn't like them.
   c. __________ she didn't want to stay out late.

Draw lines to match the words with their meanings. Then, on the lines below, write a sentence using their, there, and they're correctly.

their	they are
there	at that place
they're	belonging to them

Complete each of the sentences below.

1. Ms. Hayes told Janet she could leave early, but __________
2. Ms. Hayes did not like to have Janet call her Pam because __________
3. The other waitresses called Ms. Hayes by her first name because __________

Name__________________________

Job procurement and retention Skills

Reading Activity #44—Answers

How well did you read? Complete the following sentences.

1. Janet wanted to call Ms. Hayes by her first name because
   a. ______ she liked the name Pam.
   b. ✓ Ms. Hayes wasn't much older than Janet and Carol.
   c. ______ she wanted to make Ms. Hayes angry.

2. Carol didn't think Ms. Hayes would go out with them because
   a. ✓ she was their employer.
   b. ______ she didn't like them.
   c. ______ she didn't want to stay out late.

Draw lines to match the words with their meanings. Then, on the lines below, write a sentence using their, there, and they're correctly.

their	they are
there	at that place
they're	belonging to them

They're annoyed because they left their things there.

Complete each of the sentences below.

1. Ms. Hayes told Janet she could leave early, but not to bother to come back.

2. Ms. Hayes did not like to have Janet call her Pam because she was Janet's employer.

3. The other waitresses called Ms. Hayes by her first name because they were older.

Math Activity #44

Vocabulary: **supervisor, employees, overtime**

This activity will give you practice with addition, multiplication, and finding the average.

(Show all of your work in the space provided.)

1. When Janet started her new job she was told she would be paid for overtime. She was making $3.35 an hour and overtime is 1½ times her regular pay.

   a. How much should she earn for an hour of overtime?

   b. Tuesday night Janet worked 3 extra hours and was paid $10.05. Was she being paid for overtime? __________ How do you know?

   c. What should Janet do about this situation?

2. As supervisor, Pam expects certain things from her employees. For example, she expects them to be on time. She kept a list, one week, of how much Janet was late getting to work. The list read:

   Monday—5 minutes
   Tuesday—13 minutes
   Wednesday—17 minutes
   Thursday—20 minutes
   Friday—21 minutes
   Saturday—14 minutes

   a. What was the average amount of time Janet was late that week?

Name______________________________

Math Activity #44 continued

b. Janet gets paid by the hour. How much money was Janet paid for time she wasn't really at work?

c. What do you think Pam should do about Janet's lateness?

3. Pam also expects the waitresses to have three different colors of uniforms. The uniforms cost $24.95 each. The waitresses are given $70 when they start work to pay for their uniforms. How much more should they be given to cover the cost of three uniforms?

______________________________Name

Math Activity #44—Answers

Vocabulary: **supervisor, employees, overtime**

This activity will give you practice with addition, multiplication, and finding the average.

(Show all of your work in the space provided.)

1. When Janet started her new job she was told she would be paid for overtime. She was making $3.35 an hour and overtime is 1½ times her regular pay.

   a. How much should she earn for an hour of overtime?

   $3.35 per hour
   x 1½ overtime
   $\boxed{\$5.025}$ per hour

   b. Tuesday night Janet worked 3 extra hours and was paid $10.05. Was she being paid for overtime? No How do you know?

   $\boxed{\$3.35}$
   3 | $10.05

   c. What should Janet do about this situation?

   Discuss the situation with her boss.

2. As supervisor, Pam expects certain things from her employees. For example, she expects them to be on time. She kept a list, one week, of how much Janet was late getting to work. The list read:

   Monday—5 minutes
   Tuesday—13 minutes
   Wednesday—17 minutes
   Thursday—20 minutes
   Friday—21 minutes
   Saturday—14 minutes

   a. What was the average amount of time Janet was late that week?

   $\boxed{15 \text{ min}}$
   6 | 90

   5 min.
   13 min.
   17 min.
   20 min.
   21 min.
   14 min.
   90 min.

Math Activity #44—Answers continued

b. Janet gets paid by the hour. How much money was Janet paid for time she wasn't really at work?

$3.35 per hour
x 1½ hours
$5.025

c. What do you think Pam should do about Janet's lateness?

Discuss the problem with Janet.

3. Pam also expects the waitresses to have three different colors of uniforms. The uniforms cost $24.95 each. The waitresses are given $70 when they start work to pay for their uniforms. How much more should they be given to cover the cost of three uniforms?

$24.95
x 3
$74.85

$74.85
−70.00
$4.85

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe the importance of good employer-employee relationships.
2. List ten job retention characteristics.

RESOURCES:

Required: 1. Employability Activity #45: ABOUT KEEPING A JOB

Optional: 1. Wooden, R.J. Getting along with other workers. In *Succeeding on your first job.* Columbus: The Ohio State University, Agriculture Education Curriculum Materials Service, 1977

TEACHER DELIVERY SYSTEM:

1. Discussion

CONTENT OUTLINE:

I. Discussion: Brainstorm:
  A. How does one survive on a job:
    1. Be realistic.
    2. Realize that rules are made for a purpose—to preserve order.
    3. Control anger until thought becomes rational about the situation.
    4. Limit absences—when absent, call as soon as possible in the morning of the absence.

  B. Situations: (What would you do?):
    1. A product is destroyed.
    2. A job is performed that is menial.
    3. Work is behind schedule.
    4. Two workers don't show up for work.

  C. Some suggestions to keep a job:
    1. Keep a learning attitude.
    2. Find out where you fit.
    3. Work smoothly with others—teamwork.
    4. Beware of the "grapevine."
    5. Respect others.
    6. Be loyal.
    7. Show strength of character.
    8. Develop positive traits.
    9. Eliminate negative traits.
    10. Communicate.
    11. Use the telephone properly.
    12. Create a businesslike image.
    13. Increase your efficiency.
    14. Learn from your mistakes.

LEARNING ACTIVITIES:

1. Have students complete Employability Activity #45: ABOUT KEEPING A JOB

EVALUATION:

1. Students will be able to list positive job retention characteristics.

Employability Activity #45

ABOUT KEEPING A JOB

Everyone wants to work to earn money. Sometimes it's hard to find a job. And sometimes it's hard to keep a job. You may lose your job because you don't do the right things. Your employer expects you to follow certain rules. Below are some things that you have to do to keep your job. Study this list of work rules.

Rules for Keeping Your Job

1. Get to work on time.
2. Go to work every day (unless you are really sick).
3. Call the office if you can't go to work.
4. Do your work to the very best of your ability.
5. Pay attention to your work.
6. Do your work the way your boss tells you to do it.
7. Work as hard as you can. Don't be lazy.
8. Be friendly with other people on the job.
9. Don't quit just because something goes wrong.
10. Always be careful. Follow the safety rules.

Can you add any other rules?

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

Name ______________________

Employability Activity #45 continued

Fill in the blanks that follow with the words from the list below. You will have to use some of the words more than once.

tells
quit
best
lazy
friendly
every
safety
fool
fifteen
always
work
time

1. Set your alarm clock to go off so that you have plenty of __________ to get to work.
2. Be sure to do your job the way the boss __________ you to do it.
3. Unless you are sick, you should go to work __________ day.
4. Work hard. Don't be __________.
5. Safety is important. Always follow good __________ rules.
6. Don't be a troublemaker. Always be __________ with your fellow workers.
7. Never do a poor job. Always do the __________ you can.
8. Even if something goes wrong, you shouldn't __________.
9. Pay attention to your job. Never __________ around.
10. It's a good idea to get to work about __________ minutes before the starting time.
11. The boss wants you to do your job the right way. __________ do what the boss tells you to do.
12. There's an old saying "Always give a day's __________ for a day's pay."
13. Always try to look your __________ on the job.
14. __________ follow these rules, and you will be a good worker.

Source: Adapted from *Off to Work Workbook AAA-3* by Paul H. Voelker, John W. Pritchard, and Lillian Runge, 1965, p. 79. Copyright 1965 Stanwix House, Inc. Reprinted by permission.

______________________________ Name

Job procurement and retention Skills

Employability Activity #45—Answers

Fill in the blanks that follow with the words from the list below. You will have to use some of the words more than once.

tells
quit
best
lazy
friendly
every
safety
fool
fifteen
always
work
time

1. Set your alarm clock to go off so that you have plenty of time to get to work.
2. Be sure to do your job the way the boss tells you to do it.
3. Unless you are sick, you should go to work every day.
4. Work hard. Don't be lazy.
5. Safety is important. Always follow good safety rules.
6. Don't be a troublemaker. Always be friendly with your fellow workers.
7. Never do a poor job. Always do the best you can.
8. Even if something goes wrong, you shouldn't quit.
9. Pay attention to your job. Never fool around.
10. It's a good idea to get to work about fifteen minutes before the starting time.
11. The boss wants you to do your job the right way. Always do what the boss tells you to do.
12. There's an old saying "Always give a day's work for a day's pay."
13. Always try to look your best on the job.
14. Always follow these rules, and you will be a good worker.

Source: Adapted from *Off to Work Workbook AAA-3* by Paul H. Voelker, John W. Pritchard, and Lillian Runge, 1965, p. 79. Copyright 1965 Stanwix House, Inc. Reprinted by permission.

Reading Activity #45

Vocabulary: **air conditioning, assistant, operation, seriously**

LEARNING HOW TO LEAVE

Rob was waiting for me as usual when I got off work. "Sorry I'm late," I said, getting into the car. "I had to stay late cleaning up. Dr. Baker was still busy seeing animals right up until closing time."

Rob started the car. "Man, is it hot!" he said. "Almost 10:00 p.m. and it's almost 80 degrees. I never remember heat this bad in May."

"I know," I said. "And Dr. Baker's air conditioning isn't fixed yet. It's really awful back in by all the cages. The poor animals look so hot. It doesn't help that we've been so busy. With this warm weather people let their pets out more. They get into more trouble. Today, in just 2 hours, we had two dogs and a cat that had been hit by cars."

"No kidding?" Rob asked. "That must be hard. Hey, do you want to stop and get a Coke?"

"Sounds great!" I said as he pulled in by Rambler's Rest.

Inside it was cool, almost cold. I felt myself beginning to relax for the first time all day.

"So," Rob said as we sipped our Cokes, "Have you told Dr. Baker that you're not going to be here this summer?"

"Rob, you know I haven't decided for sure." But I couldn't help thinking how nice it would be. Rob and I had jobs working at his uncle's boarding house down at the shore. We would be just two blocks from the ocean! A whole summer at the shore seemed too good to be true. Rob's uncle would provide free room and board plus pay. My parents said I could go, so it really was all set. We were supposed to leave in 3 weeks, right after school got out.

The only problem was my job with Dr. Baker. I had just begun working for him in April. I had always loved animals, so the job was perfect. At first my duties had been mostly those of feeding and caring for the animals. But in the past few weeks Dr. Baker was letting me assist him in some of the operations. I had a chance of becoming one of his full-time assistants. What I was hoping was that he would let me go for the summer and then hire me back full time in the fall.

______________________________Name

Reading Activity #45 continued

Rob had finished his Coke. "You know, Julie, you really should let Dr. Baker know soon."

"I know," I nodded. "But I don't want to say anything until I'm sure and I'm not sure yet!"

The next few weeks went by so fast. The hot weather let up a little bit, but it was still quite warm. I had a headache almost every night when I got off work. It was when I thought of a whole summer of coming home hot and tired that I finally made up my mind.

One night when I was done cleaning up the animals' cages, I went into Dr. Baker's office. He looked up when I came in and gave me a tired smile. "Well, Julie, this has been some day. I don't know what I would do without you."

I swallowed. "Well, Dr. Baker, that's why I came to talk to you." And I told him all about the chance I had to work at the shore. I made it clear that I'd really like to work for him again in the fall.

Dr. Baker frowned slightly. "Julie, I understand your wanting to work at the shore. It sounds wonderful. But that's only a week away! That doesn't leave me much time to find someone to take your place. I have really come to depend on you. If you had told me earlier, even a few weeks ago, then you could have helped to train someone."

I didn't know what to say. I hadn't thought he needed me that much.

He sat thinking for a minute. Then he said, "I'll tell you what. I really need to have you teach someone to take your place. I'll hire a high school student for the summer. If you'll agree to stay on for 3 more weeks and train the new person, then I'll seriously consider hiring you back in the fall."

I thought about it for a minute. If I did what he asked, I'd get to the shore 2 weeks late. But if I quit in just 1 week, Dr. Baker probably wouldn't hire me back in the fall.

"Ok," I nodded. "I'll stay until the new person is trained."

"Good," Dr. Baker smiled. "And I'm sure I'll be able to use you in the fall."

Name________________________________

Reading Activity #45 continued

How well did you read? Complete the following sentences.

1. Julie worked
   a. __________ in a pet shop.
   b. __________ for a veterinarian.
   c. __________ at a zoo.

2. Julie had the chance to
   a. __________ work at a camp for the summer.
   b. __________ become a veterinarian.
   c. __________ spend the summer at the shore.

3. Dr. Baker said Julie should
   a. __________ have told him of her plans earlier.
   b. __________ have told Rob she couldn't go to the shore.
   c. __________ look for a new job in the fall.

Below are some statements about the story "Learning How to Leave." Put *T* beside the statements that are true according to the story. Put *F* beside the statements that are false according to the story. For some of the statements it cannot be determined whether they are true or false. Put *?* beside these.

1. __________ Rob quit his job in town to go to the shore for the summer.
2. __________ Julie wanted a full-time job in the fall.
3. __________ Julie decided to work for Dr. Baker all summer.
4. __________ Rob and Julie would have no place to live at the shore.
5. __________ Rob had already graduated from high school.
6. __________ Dr. Baker was a veterinarian.
7. __________ Dr. Baker wished Julie had told him of her plans earlier.
8. __________ Julie was only allowed to clean the animals' cages.
9. __________ It was unusually hot that May.
10. __________ Rob's parents did not want him to go to the shore.

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______________________________ Name

Reading Activity #45—Answers

How well did you read? Complete the following sentences.

1. Julie worked
   - a. ______ in a pet shop.
   - b. ✓ for a veterinarian.
   - c. ______ at a zoo.

2. Julie had the chance to
   - a. ______ work at a camp for the summer.
   - b. ______ become a veterinarian.
   - c. ✓ spend the summer at the shore.

3. Dr. Baker said Julie should
   - a. ✓ have told him of her plans earlier.
   - b. ______ have told Rob she couldn't go to the shore.
   - c. ______ look for a new job in the fall.

Below are some statements about the story "Learning How to Leave." Put *T* beside the statements that are true according to the story. Put *F* beside the statements that are false according to the story. For some of the statements it cannot be determined whether they are true or false. Put *?* beside these.

1. ? Rob quit his job in town to go to the shore for the summer.
2. T Julie wanted a full-time job in the fall.
3. F Julie decided to work for Dr. Baker all summer.
4. F Rob and Julie would have no place to live at the shore.
5. ? Rob had already graduated from high school.
6. T Dr. Baker was a veterinarian.
7. T Dr. Baker wished Julie had told him of her plans earlier.
8. F Julie was only allowed to clean the animals' cages.
9. T It was unusually hot that May.
10. ? Rob's parents did not want him to go to the shore.

Job procurement and retention Skills

Math Activity #45

Vocabulary: **veterinary, thermometer, soybeans, bran, cereal, Fahrenheit (F)**

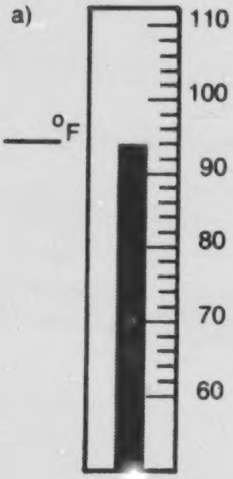
This activity will give you practice with reading a thermometer and measurement.

(Show all of your work in the space provided.)

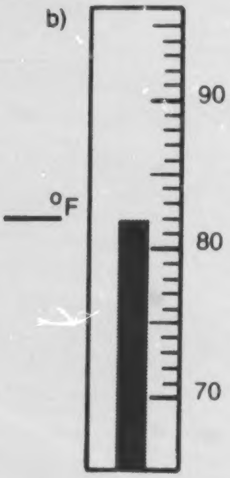
In order to keep her job with Dr. Baker, Julie has had to learn several new skills involving animal care. See if you have the skills necessary to work for Dr. Baker.

1. Julie often has to take the temperatures of the animals at Dr. Baker's veterinary office. Pictured below are parts of thermometers. Write down the temperatures they show.

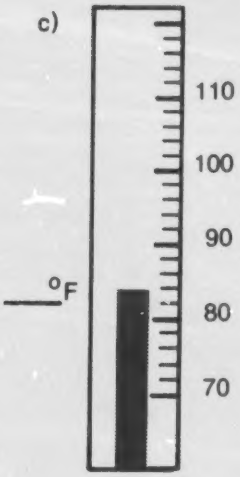
a)



b)



c)



2. Julie also mixes feed for many different animals. She uses a formula that Dr. Baker gave her. The formula says that for each pound a dog weighs, it should get ¼ cup soybean protein, 1 teaspoon of bone meal, ½ tablespoon of coconut oil, ⅓ cup cereal, and ⅛ cup of bran meal. This makes all the food for the dog for 3 days. How much of each of these ingredients would Julie use for a dog that weighs 22 pounds?

______________________ Name

Math Activity #45 continued

3. Sometimes Dr. Baker lets Julie mix medicines for the animals, and one day Dr. Baker asked Julie to mix up a new batch of disinfectant lotion. The directions on the bottle say to mix 1 part of its contents to 5 parts water. If the bottle contains $1\frac{2}{3}$ cups, how much water should be mixed with the whole bottle?

Name________________________________

Job procurement and retention Skills

Math Activity #45—Answers

Vocabulary: **veterinary, thermometer, soybeans, bran, cereal, Fahrenheit (F)**

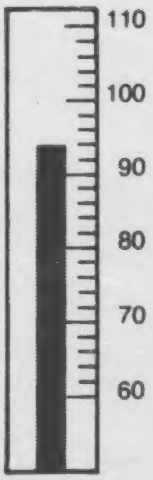
This activity will give you practice with reading a thermometer and measurement.

(Show all of your work in the space provided.)

In order to keep her job with Dr. Baker, Julie has had to learn several new skills, involving animal care. See if you have the skills necessary to work for Dr. Baker.

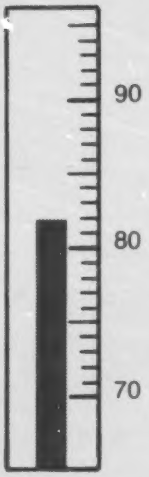
1. Julie often has to take the temperatures of the animals at Dr. Baker's veterinary office. Pictured below are parts of thermometers. Write down the temperatures they show.

a)



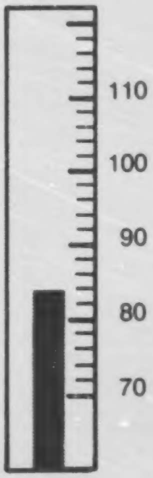
94 °F

b)



82 °F

c)



84 °F

2. Julie also mixes feed for many different animals. She uses a formula that Dr. Baker gave her. The formula says that for each pound a dog weighs, it should get ¼ cup soybean protein, 1 teaspoon of bone meal, ½ tablespoon of coconut oil, ⅓ cup cereal, and ⅛ cup of bran meal. This makes all the food for the dog for 3 days. How much of each of these ingredients would Julie use for a dog that weighs 22 pounds?

22	22	22	22	22
x 1/4 cup	x 1 tsp.	x 1/2 tbls.	x 1/3 cup	x 1/8 cup
5 1/2 cups	22 tsp.	11 tbls.	7 1/3 cups	2 3/4 cups
soybean	bone meal	coconut oil	cereal	bran meal

Math Activity #45—Answers continued

3. Sometimes Dr. Baker lets Julie mix medicines for the animals, and one day Dr. Baker asked Julie to mix up a new batch of disinfectant lotion. The directions on the bottle say to mix 1 part of its contents to 5 parts water. If the bottle contains $1\frac{2}{3}$ cups, how much water should be mixed with the whole bottle?

$$\begin{array}{rl} 1\frac{2}{3} & \text{cups medicine} \\ \times\ 5 & \text{parts water} \\ \hline 8\frac{1}{3} & \text{cups water} \end{array}$$

Job procurement and retention Skills

Math Activity #45—Metric

Vocabulary: **veterinary, thermometer, soybeans, bran, cereal, kilograms (kg), Celsius (C)**

This activity will give you practice with reading a thermometer and measurement.

(Show all of your work in the space provided.)

In order to keep her job with Dr. Baker, Julie has had to learn several new skills, involving animal care. See if you have the skills necessary to work for Dr. Baker.

1. Julie often has to take the temperatures of the animals at Dr. Baker's veterinary office. Pictured below are parts of thermometers. Write down the temperatures they show.

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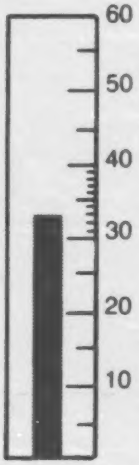
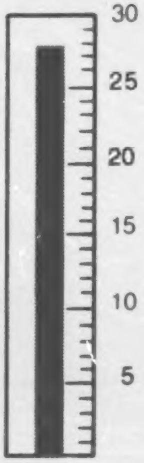


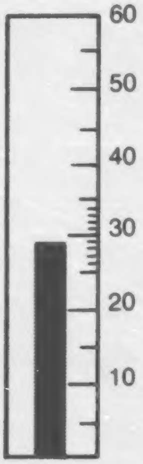
___°C

b)



___°C

c)



___°C

2. Julie also mixes feed for many different animals. She used a formula that Dr. Baker gave her. The formula says that for each ½ kg a dog weighs, it should get ¼ cup soybean protein, 1 teaspoon of bone meal, ½ tablespoon of coconut oil, ⅓ cup cereal, and ⅛ cup of bran meal. This makes all the food for the dog for 3 days. How much of each of these ingredients would Julie use for a dog that weighs 10 kg?

______________________________ Name

Math Activity #45—Metric continued

3. Sometimes Dr. Baker lets Julie mix medicines for the animals, and one day Dr. Baker asked Julie to mix up a new batch of disinfectant lotion. The directions on the bottle say to mix 1 part of its contents to 5 parts water. If the bottle contains $1\ ^{2}/_{3}$ cups, how much water should be mixed with the whole bottle?

Name____________________________________

Job procurement and retention Skills

Math Activity #45—Metric Answers

Vocabulary: **veterinary, thermometer, soybeans, bran, cereal, kilograms (kg), Celsius (C)**

This activity will give you practice with reading a thermometer and measurement.

(Show all of your work in the space provided.)

In order to keep her job with Dr. Baker, Julie has had to learn several new skills, involving animal care. See if you have the skills necessary to work for Dr. Baker.

1. Julie often has to take the temperatures of the animals at Dr. Baker's veterinary office. Pictured below are parts of thermometers. Write down the temperatures they show.

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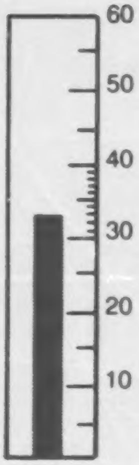
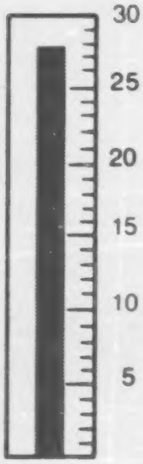


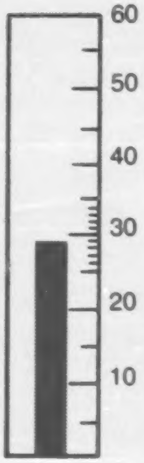
33°C

b)



28°C

c)



30°C

2. Julie also mixes feed for many different animals. She used a formula that Dr. Baker gave her. The formula says that for each ½ kg a dog weighs, it should get ¼ cup soybean protein, 1 teaspoon of bone meal, ½ tablespoon of coconut oil, ⅓ cup cereal, and ⅛ cup of bran meal. This makes all the food for the dog for 3 days. How much of each of these ingredients would Julie use for a dog that weighs 10 kg?

$$\begin{array}{r} 20 \\ .5\overline{)10\text{ kg}} \end{array}$$

¼ cup soybeans × 20 = 5 cups soybean
1 teaspoon bone meal × 20 = 20 teaspoons bone meal
½ tablespoon coconut oil × 20 = 10 tablespoons coconut oil
⅓ cup cereal × 20 = 6⅔ cups cereal
⅛ cup bran meal × 20 = 2½ cups bran meal

Math Activity #45—Metric Answers continued

3. Sometimes Dr. Baker lets Julie mix medicines for the animals, and one day Dr. Baker asked Julie to mix up a new batch of disinfectant lotion. The directions on the bottle say to mix 1 part of its contents to 5 parts water. If the bottle contains 1 ⅔ cups, how much water should be mixed with the whole bottle?

$$1\frac{2}{3} \times 5 = \frac{5}{3} \times 5 = \frac{25}{3} = \boxed{8\,\frac{1}{3}\text{ cups}}$$

JPRS12 LESSON: RESIGNING

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Explain the various reasons associated with quitting or leaving a job.
2. Explain how to resign effectively by writing a letter of resignation in an acceptable format.

RESOURCES:

Required: 1. Employability Activity #46: QUITTING A JOB THE RIGHT WAY

TEACHER DELIVERY SYSTEM:

1. Discussion
2. Demonstration
3. Role playing

CONTENT OUTLINE:

I. Discuss reasons for leaving a job (Employability Activity #46: QUITTING A JOB THE RIGHT WAY) and why it is important to resign in an appropriate manner.

II. Students must have previous skills in the proper construction of a business letter (see lesson on Business Letter Writing). Letter "to give notice " should:
   A. Be effective as of 2 weeks of the present date.
   B. Include the reason for the resignation.
   C. Give one positive statement about the job learning experiences or associations at the place of employment.

LEARNING ACTIVITIES:

Have students:
1. Complete Employability Activity #46: QUITTING A JOB THE RIGHT WAY.
2. Discuss reasons for resigning a job.
3. Role play the correct and incorrect way to give notice to quit a job.

EVALUATION:

1. Students will write a letter of resignation.
2. Students will discuss Employability Activity #46: QUITTING A JOB THE RIGHT WAY.

Job procurement and retention Skills

Employability Activity #46

QUITTING A JOB THE RIGHT WAY

Sometimes you must quit your job. You might want to quit for one of several reasons:

1. You get a better job.
2. You want to go to school somewhere else.
3. You are unhappy even after you try to like the job.

When you do quit, you should do these things:

1. Tell your supervisor.
2. Give the real reason.
3. Let the supervisor know at least a pay period before (2 or 4 weeks).

Quitting a job the right way is very important. You might want a recommendation from that employer someday.

Do the puzzle to learn the steps for quitting a job (resigning) in the right way.

DIRECTIONS: Decide which of the words finishes the sentence. Then put that word in the puzzle on the following page.

think
change
weeks
good

supervisor
real
school
like

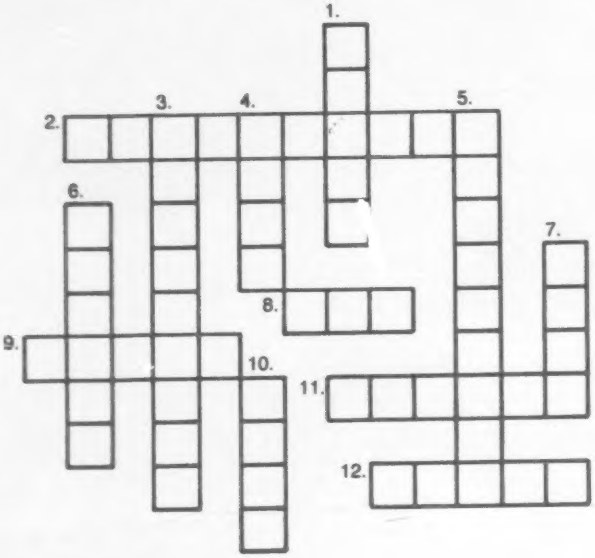
pay period
job
sorry
reference

a. One reason you may want to quit your job is if you get a better ____(8)____.
b. Or you may decide to go to ____(6)____ in another town.
c. Sometimes you try to ____(7)____ a job but, as hard as you try, you still are unhappy there.
d. When you feel you must quit, be sure to tell your ____(2)____ first.
e. Give a reason why you are quitting. Make sure it is the ____(4)____ reason. Be honest.
f. You should let your supervisor know you are quitting at least one ____(3)____ in advance.
g. That might be 2 or 4 ____(12)____ before you actually quit.
h. When you leave a job, you want the boss to feel ____(10)____ about you.

____________________Name

Employability Activity #46 continued

i. If you walk out on a job (quit) when something bad happens, you may be ___(9)___ later.
j. You might want this boss to be a ___(5)___ for you when you apply for another job.
k. It is better to ___(1)___ about a situation for 1 or 2 days before you tell your supervisor anything.
l. You might ___(11)___ your mind.



Source: Adapted from *The Care Kit* by the Illinois State Board of Education, June 1979, pp. 155, 157. Reprinted with permission.

Employability Activity #46—Answers

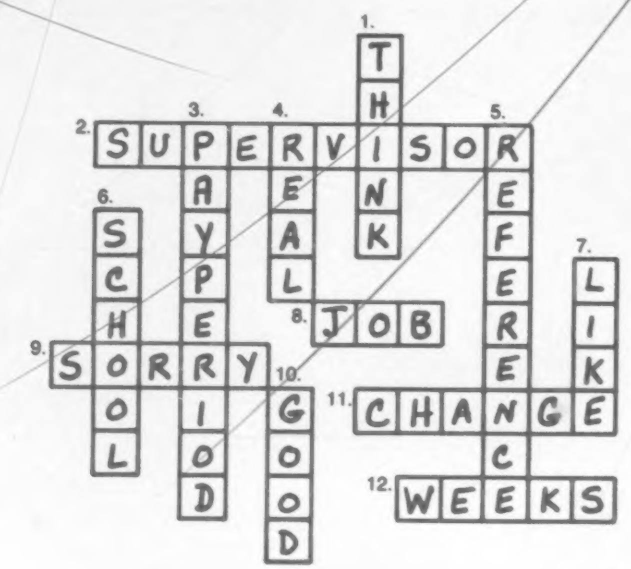
QUITTING A JOB THE RIGHT WAY

DIRECTIONS: Decide which of the words finishes the sentence. Then put that word in the puzzle on the following page.

think
change
weeks
good
supervisor
real
school
like
pay period
job
sorry
reference

a. One reason you may want to quit your job is if you get a better ___(8)___.
b. Or you may decide to go to ___(6)___ in another town.
c. Sometimes you try to ___(7)___ a job but, as hard as you try, you still are unhappy there.
d. When you feel you must quit, be sure to tell your ___(2)___ first.
e. Give a reason why you are quitting. Make sure it is the ___(4)___ reason. Be honest.
f. You should let your supervisor know you are quitting at least one ___(3)___ in advance.
g. That might be 2 or 4 ___(12)___ before you actually quit.
h. When you leave a job, you want the boss to feel ___(10)___ about you.
i. If you walk out on a job (quit) when something bad happens, you may be ___(9)___ later.
j. You might want this boss to be a ___(5)___ for you when you apply for another job.
k. It is better to ___(1)___ about a situation for 1 or 2 days before you tell your supervisor anything.
l. You might ___(11)___ your mind.

Employability Activity #46—Answers continued


1. THINK
2. SUPERVISOR
3. PAYPERIOD
4. REAL
5. REFERENCE
6. SCHOOL
7. LIKE
8. JOB
9. SORRY
10. GOOD
11. CHANGE
12. WEEKS

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Reading Activity #46

Vocabulary: **motioned, savings account, expenses, remodeling, arguing, incident, interview**

REMEMBER ME?

When I came in, the girl at the front desk waved and motioned for me to come back here to Mr. Todd's office. She knew I was here to get my old job back.

You see, I used to work here at the Motor Inn in Beaver Falls. I was a busboy—slave is more like it. They gave me the worst chores in the place. That was one of the reasons I left here to begin with. Another reason was the pocket change—and I don't mean rotten tips. I'm talking about my *paycheck* every week. Really, a 28-hour week and only $2.85 an hour? My daily expenses came to more than that, and I was trying to build up my savings account.

I would still only have $300 saved if I hadn't found a construction job right after I quit here. Some friends of my older brother had a small remodeling business and they needed a runner. I was able to save $350 in only 3 months, September through November. And the work wasn't that rough. But then, when it started getting cold, they laid me off.

Now I'm back here, sitting in Mr. Todd's office, waiting for him to see me. I hope he still isn't steamed about me quitting. I had a good reason for leaving. Anybody would have quit here. And the chance of breaking into the construction trade seemed like my best shot. So, I finished on Saturday night and told the girl at the front desk to tell Mr. Todd I was quitting.

It sure makes me nervous that I have to ask him for my job back. She said that he acted tough with all the other employees for a while because the waitresses all had to bus their own tables. They think they're too good for that, so Mr. Todd came in and started doing it himself. Everybody ended up arguing, but they got over it, I'm sure.

Well, it's been 15 minutes since she told me to wait in his office. Maybe he wants to make me sweat. He probably remembers the whole incident and wants me to feel sorry. Okay, I'm sorry, I know I should have given him a notice that I was leaving. I just want to get through with this interview. He'll take me back because he knows I was one of the best, whether I worked the day shift or at night. Oh, here he comes—straighten my tie—smile.

"Hi, Mr. Todd, remember me, Larry Green?"

Do you think Larry will get his old job back? Why or why not?

______________________________ Name

Reading Activity #46 continued

How well did you read? Complete the following sentences.

1. Larry quit his job at the Motor Inn because
   a. __________ he wanted to make more money.
   b. __________ he had a fight with Mr. Todd.
   c. __________ he decided to go back to school.

2. When he worked at the Motor Inn Larry
   a. __________ waited on tables.
   b. __________ cleaned rooms.
   c. __________ did all sorts of jobs.

3. Mr. Todd may not hire Larry back because
   a. __________ he doesn't need anyone right now.
   b. __________ Larry quit without giving notice.
   c. __________ he doesn't like Larry.

Draw lines to match the words with their meanings.

employee	worker
employer	quit work
resign	boss

Fill in the blanks to complete the paragraphs below.

Larry went back to the Motor Inn in Beaver Falls. He went to see __________ he could get his __________ job back. He used __________ work there as a __________. He had to do __________ sorts of chores. He __________ paid only $2.85 an __________.

Larry wanted to make __________ money than that. He __________ his job at the __________ Inn. This would have __________ OK. But he didn't __________ his boss he was __________. He just left. For a __________ the boss didn't __________ enough people. He had to __________ the waitresses himself.

Larry __________ a construction job. He __________ more money and was __________ to put a lot into __________ savings account. But when __________ weather came, he got __________ off.

He went back to __________ if Mr. Todd would __________ him back. Larry was afraid Mr. Todd would still be mad about the way he quit his job.

Name______________________________

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Job procurement and retention Skills

Reading Activity #46—Answers

How well did you read? Complete the following sentences.

1. Larry quit his job at the Motor Inn because
   - a. ✓ he wanted to make more money.
   - b. ______ he had a fight with Mr. Todd.
   - c. ______ he decided to go back to school.

2. When he worked at the Motor Inn Larry
   - a. ______ waited on tables.
   - b. ______ cleaned rooms.
   - c. ✓ did all sorts of jobs.

3. Mr. Todd may not hire Larry back because
   - a. ______ he doesn't need anyone right now.
   - b. ✓ Larry quit without giving notice.
   - c. ______ he doesn't like Larry.

Draw lines to match the words with their meanings.

employee ——— worker
employer — boss
resign — quit work

Fill in the blanks to complete the paragraphs below.

Larry went back to the Motor Inn in Beaver Falls. He went to see if he could get his old job back. He used to work there as a busboy. He had to do all sorts of chores. He was paid only $2.85 an hour.

Larry wanted to make more money than that. He quit his job at the Motor Inn. This would have been OK. But he didn't tell his boss he was leaving. He just left. For a while the boss didn't have enough people. He had to help the waitresses himself.

Larry found a construction job. He made more money and was able to put a lot into a savings account. But when bad weather came, he got laid off.

He went back to see if Mr. Todd would take him back. Larry was afraid Mr. Todd would still be mad about the way he quit his job.

Job procurement and retention Skills

Math Activity #46

Vocabulary: **raise, earn, resignation**

This activity will give you practice with percentages.

(Show all of your work in the space provided.)

1. Mr. Todd runs the Motor Inn at Beaver Falls. Usually, when people start work for him they earn $2.85 an hour. After 3 months, if they do a good job, Mr. Todd gives them a 7% raise. How much of a raise is this in dollars and cents?

   After 3 months, how much would Mr. Todd's workers make per hour?

2. Mr. Todd employs 57 people at the Motor Inn. Sixty-five percent of them are women. How many women does Mr. Todd employ?

3. Mr. Todd doesn't like to have his employees resign. He figures it costs him money to train new employees. Below is a chart showing the percentage of resignations Mr. Todd has had for the past 5 years. Assuming his usual staff total is 68 people, figure out how many people resigned each year. Round your answers to the nearest whole number.

Year	*Percent*	*No. of People*
1980	5%	
1979	7%	
1978	11%	
1977	15%	
1976	2%	

Name________________________________

Job procurement and retention Skills

Math Activity #46—Answers

Vocabulary: **raise, earn, resignation**

This activity will give you practice with percentages.

(Show all of your work in the space provided.)

1. Mr. Todd runs the Motor Inn at Beaver Falls. Usually, when people start work for him they earn $2.85 an hour. After 3 months, if they do a good job, Mr. Todd gives them a 7% raise. How much of a raise is this in dollars and cents?

   $2.85
   x .07
   $.20 raise

   After 3 months, how much would Mr. Todd's workers make per hour?

   $2.85 per hour
   + .20 raise
   $3.05 per hour after raise

2. Mr. Todd employs 57 people at the Motor Inn. Sixty-five percent of them are women. How many women does Mr. Todd employ?

   57 people
   x.65
   37.05 or about 37 women

3. Mr. Todd doesn't like to have his employees resign. He figures it costs him money to train new employees. Below is a chart showing the percentage of resignations Mr. Todd has had for the past 5 years. Assuming his usual staff total is 68 people, figure out how many people resigned each year. Round your answers to the nearest whole number.

Year	*Percent*	*No. of People*
1980	5%	③
1979	7%	⑤
1978	11%	⑦
1977	15%	⑩
1976	2%	①

68	68	68	68	68
x.05	x.07	x.11	x.15	x.02
3.4	4.76	7.48	10.20	1.36
(1980)	(1979)	(1978)	(1977)	(1976)

JPRS13 LESSON: ROUTE TO PROMOTION

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Express verbally or in writing the reasons why employees are promoted.

RESOURCES:

Required:
1. Employability Activity #47: STEPS FOR ADVANCEMENT
2. Dictionary

Optional:
1. Guest speaker: Personnel manager
2. Organization chart of company

TEACHER DELIVERY SYSTEM:

1. Lecture
2. Classroom situations

CONTENT OUTLINE:

I. Discuss why people are promoted:
   A. Doing a good job, showing potential, opening in a higher position.
   B. How far can you progress? What is the route to promotion? Use organization chart if possible.
   C. Help to define a set of criteria for progressing up the ladder to success. Use Employability Activity #47: STEPS FOR ADVANCEMENT.

LEARNING ACTIVITIES:

1. Make wall poster of the different activities needed to progress in a company from worker to supervisor.
2. Small group discussions.
3. Discuss Employability Activity #47: STEPS FOR ADVANCEMENT.

EVALUATION:

1. The students will be able to list several work attributes needed to progress in a company.

Employability Activity #47

STEPS FOR ADVANCEMENT

There are several steps that can help you prepare for advancement. To get ahead in your field of work and to get raises and promotions to more challenging jobs with more responsibility, these tips may make you a better employee.

1. Always do your best at your job.
2. Be a safe, reliable, and efficient worker.
3. Show a sense of responsibility.
4. Follow the directions and advice of your employer.
5. Show enthusiasm when working, even when doing the most unpleasant tasks.
6. Accept criticism as a means of *improving* oneself.
7. Cooperate by being willing to perform extra tasks and work overtime when needed.
8. Look into courses and training opportunities that may improve your knowledge and skill for advancement.
9. Be informed of the types of skills and background needed for promotion and watch for opportunities to advance.

Listed below are some of the attributes that employers want. Look them up in the dictionary and write their definitions.

1. dependable ____________________
2. efficient ____________________
3. initiative ____________________
4. reliable ____________________
5. cooperate ____________________
6. enthusiast ____________________

____________________Name

Employability Activity #47 continued

7. loyalty
8. persistence
9. criticism
10. advancement

Name

Employability Activity #47—Answers

STEPS FOR ADVANCEMENT

There are several steps that can help you prepare for advancement. To get ahead in your field of work and to get raises and promotions to more challenging jobs with more responsibility, these tips may make you a better employee.

1. Always do your best at your job.
2. Be a safe, reliable, and efficient worker.
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8. Look into courses and training opportunities that may improve your knowledge and skill for advancement.
9. Be informed of the types of skills and background needed for promotion and watch for opportunities to advance.

Listed below are some of the attributes that employers want. Look them up in the dictionary and write their definitions.

1. dependable that can be depended on; trustworthy; reliable
2. efficient producing the desired effect or result with a minimum of effort
3. initiative the action of taking the first step or move
4. reliable that can be relied on; dependable; trustworthy
5. cooperate to act or work together with another or others for a common purpose
6. enthusiast a person full of enthusiasm

Employability Activity #47—Answers continued

7. loyalty quality, state, or instance of being loyal

8. persistence the act of persisting

9. criticism the act of making judgments; analysis of qualities and evaluation of comparable worth

10. advancement promotion; success

Job procurement and retention Skills

Reading Activity #47

Vocabulary: **promotion, stretch, cranky**

DOING THE JOB?

"Look at that rat! He finished his work for today and now he's asking Mr. Adams what he should do next," Paul said.

Tony stood up to stretch. "Don't get down on Glen, Paul. He's just doing his job."

"Aw c'mon, Tony! He's buttering up Adams so that he looks better than the rest of us."

"Paul, you're crazy. I'm just about finished myself," Tony told him. "And when I'm done, I'm going to do whatever has to be done next. Adams is going to get cranky if we don't finish this order."

Just then Glen came through the door carrying huge stacks of papers. Mr. Adams looked up. "Oh, thanks, Glen. I was going to ask someone to do that."

"See what I mean?" Paul whispered to Tony. "Well, I can earn brownie points, too!"

Midway through the afternoon Glen came over to where Tony and Paul were working. "Whew!" he said, wiping his brow. "This order is really wearing me out!"

"No kidding?" Paul sneered. "You sure can't tell by the way you're working. It looks like you could do the work of all three of us. Even then, you'd still have time to shine Mr. Adams' shoes!" Paul turned and walked away.

Glen looked at Tony. "What's eating him?" he asked.

Tony laughed. "Aw, he thinks you're trying to get in good with Mr. Adams."

Glen shrugged. "Well, I'd like a promotion as much as the next guy. But I was just trying to do my job."

"Oh no!" Tony said. "Look at Paul. He's trying to take Mr. Adams some coffee."

Just then they heard Mr. Adams' voice above the noise of the presses. "No, I don't want a doughnut! And I don't want any coffee either. Now if you're not finished with today's work, will you get back out there? Go to work!"

Paul came over all red in the face. "I don't get it!" he said. "How come it works for Glen but not for me?"

"Think about it, Paul," Tony said as he went back to work.

________________________________ Name

Reading Activity #47 continued

How well did you read? Complete the following sentences.

1. Paul was angry because he thought
   a. __________ Glen was trying to get a promotion.
   b. __________ Glen wasn't doing his share.
   c. __________ Mr. Adams didn't like him.

2. Mr. Adams told Paul to
   a. __________ get him some coffee.
   b. __________ get back to work.
   c. __________ help Glen carry papers.

Below are some statements about the story "Doing the Job?" Put *P* on the line if the sentence is about *Paul*. PUT *G* on the line if the sentence is about *Glen*. Put *N* on the line if the sentence is about *neither Glen nor Paul*.

1. __________ He always had his work done ahead of everyone else.
2. __________ He thought Glen was trying to impress the boss.
3. __________ He told Paul to get back to work.
4. __________ He tried to get coffee and doughnuts for the boss.
5. __________ He carried the papers without being asked.

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Name______________________________

Reading Activity #47—Answers

How well did you read? Complete the following sentences.

1. Paul was angry because he thought
   - a. ✓ Glen was trying to get a promotion.
   - b. ____ Glen wasn't doing his share.
   - c. ____ Mr. Adams didn't like him.
2. Mr. Adams told Paul to
   - a. ____ get him some coffee.
   - b. ✓ get back to work.
   - c. ____ help Glen carry papers.

Below are some statements about the story "Doing the Job?" Put *P* on the line if the sentence is about *Paul*. PUT G on the line if the sentence is about *Glen*. Put N on the line if the sentence is about *neither Glen nor Paul*.

1. G He always had his work done ahead of everyone else.
2. P He thought Glen was trying to impress the boss.
3. N He told Paul to get back to work.
4. P He tried to get coffee and doughnuts for the boss.
5. G He carried the papers without being asked.

Math Activity #47

Vocabulary: **time card, rounding off, nearest, time card**

This activity will give you practice with using time.

(Show all of your work in the space provided.)

Paul is very anxious to get a promotion. He tries to make a good impression by being on time and working hard. He keeps careful track of his hours shown on his time card.

1. Paul's time card has pairs of times on it. They look like this:

8:01 ⟶ 3 hours 29 minutes
11:30

The top number represents when Paul started work, the bottom number when he left for lunch or to go home. Figure out how many hours and minutes Paul worked for each of the following sets of time card numbers:

a. 8:05 a.m.
11:30 a.m.

b. 12:00 p.m.
5:25 p.m.

c. 1:00 p.m.
6:45 p.m.

d. 7:55 a.m.
11:40 a.m.

e. 12:51 p.m.
5:15 p.m.

f. 1:06 p.m.
6:58 p.m.

2. When the company figures wages, it can be very difficult to keep track of single minutes. They round off times to the nearest 5 minutes. Round off the following times to the nearest 5-minute intervals. Example: 10:32—10:30, 10:33—10:35.

a. 12:38

b. 1:22

c. 4:11

Name________________________________

Math Activity #47 continued

3. Paul is paid $6.50 per hour. Here is his time card for 1 day. Rounding off the times as you did in question #2, find out how much Paul was paid on this day.

8:03	12:06
11:31	5:28

____________________________Name

Math Activity #47—Answers

Vocabulary: **time card, rounding off, nearest, time card**

This activity will give you practice with using time.

(Show all of your work in the space provided.)

Paul is very anxious to get a promotion. He tries to make a good impression by being on time and working hard. He keeps careful track of his hours shown on his time card.

1. Paul's time card has pairs of times on it. They look like this:

   8:01
   11:30 → 3 hours 29 minutes

   The top number represents when Paul started work, the bottom number when he left for lunch or to go home. Figure out how many hours and minutes Paul worked for each of the following sets of time card numbers:

   a. 8:05 a.m.
   11:30 a.m.
   3 hrs. 25 min.

   b. 12:00 p.m.
   5:25 p.m.
   5 hrs. 25 min.

   c. 1:00 p.m.
   6:45 p.m.
   5 hrs. 45 min.

   d. 7:55 a.m.
   11:40 a.m.
   3 hrs. 45 min.

   e. 12:51 p.m.
   5:15 p.m.
   4 hrs. 24 min.

   f. 1:06 p.m.
   6:58 p.m.
   5 hrs. 52 min.

2. When the company figures wages, it can be very difficult to keep track of single minutes. They round off times to the nearest 5 minutes. Round off the following times to the nearest 5-minute intervals. Example: 10:32—10:30, 10:33—10:35.

   a. 12:38
   12:40

   b. 1:22
   1:20

   c. 4:11
   4:10

Math Activity #47—Answers continued

3. Paul is paid $6.50 per hour. Here is his time card for 1 day. Rounding off the times as you did in question #2, find out how much Paul was paid on this day.

8:03 8:05 12:06 12:05
11:31 11:30 5:28 5:30

3 hrs. 25 min. 5 hrs. 25 min.

$$\begin{array}{rr} \text{3 hrs.} & \text{25 min.} \\ +\ \text{5 hrs.} & \text{25 min.} \\ \hline \text{8 hrs.} & \text{50 min.} \end{array}$$

$$\begin{array}{r} \$\,6.50 \\ \times\ 8 \\ \hline \$\,52.00 \\ +\ 5.42 \\ \hline \boxed{\$\,57.42} \end{array}$$

$.1083 per min
60 ⟌ 6.50 per hour

$$\begin{array}{r} \$.1083 \\ \times\ 50 \\ \hline \$\,5.415 \end{array}$$ rounded off $5.42

STUDENT PERFORMANCE OBJECTIVES: The student will be able to:

1. Demonstrate the process of asking for a raise.

RESOURCES:

Required: 1. Employability Activity #48: SCRAMBLED SYLLABLES PUZZLE

Optional: 1. Kimbrell, G. & Vineyard, B.S. *Succeeding in the world of work.* Bloomington, Ill. McKnight, 1972

TEACHER DELIVERY SYSTEM:

1. Guest speaker—supervisor, manager
2. Discussion
3. Role Play

CONTENT OUTLINE:

I. Introduction:
   A. List good employee characteristics that would qualify an employee for a raise.

II. Discussion:
   A. Why a person deserves a raise.
   B. How to ask for a raise.
   C. Review a situation in which a supervisor is not able to give a raise.
   D. Review a situation in which a supervisor would be able to give a raise.

III. Role play "Asking for a Raise":
   A. Between student and teacher.
   B. Between student and student.

LEARNING ACTIVITIES:

1. Review the employee attributes applicable to an employee's receiving a raise.
2. Discuss situations in which it is possible to get a raise.
3. Role play "Asking for a Raise."
   a. One student manager and one student employee.
4. Students will complete Employability Activity #48: SCRAMBLED SYLLABLES PUZZLE.

EVALUATION:

1. Students will write a paragraph listing reasons why an employee might deserve a raise.
2. Students will demonstrate their awareness of factors related to asking for a raise through a role-play situation.
3. Students will discuss the vocabulary words in Employability Activity #48: SCRAMBLED SYLLABLES PUZZLE.

Employability Activity #48

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. a ry sal ____
2. bi am tious ____
3. son rea ____
4. re si ble spon ____
5. er em ploy ____
6. ploy ee em ____
7. ior hav be ____
8. i qual fy ____
9. i cy pol ____
10. ba tion pro y ar ____

Match the words with their definitions.

1. a cause, motive ____
2. a person, business firm that hires ____
3. actions, conduct, manners ____
4. showing great effort, aspiring ____
5. to render fit for ____
6. any governing principle, plan or course of action ____
7. a person hired by another ____
8. time of checking, or undergoing probation ____
9. a fixed payment at regular intervals for services ____
10. answerable, accountable ____

probationary
ambitious
salary
reason
qualify
employer
responsible
policy
employee
behavior

Name ____

Employability Activity #48—Answers

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. a ry sal salary
2. bi am tious ambitious
3. son rea reason
4. re si ble spon responsible
5. er em ploy employer
6. ploy ee em employee
7. ior hav be behavior
8. i qual fy qualify
9. i cy pol policy
10. ba tion pro y ar probationary

Match the words with their definitions.

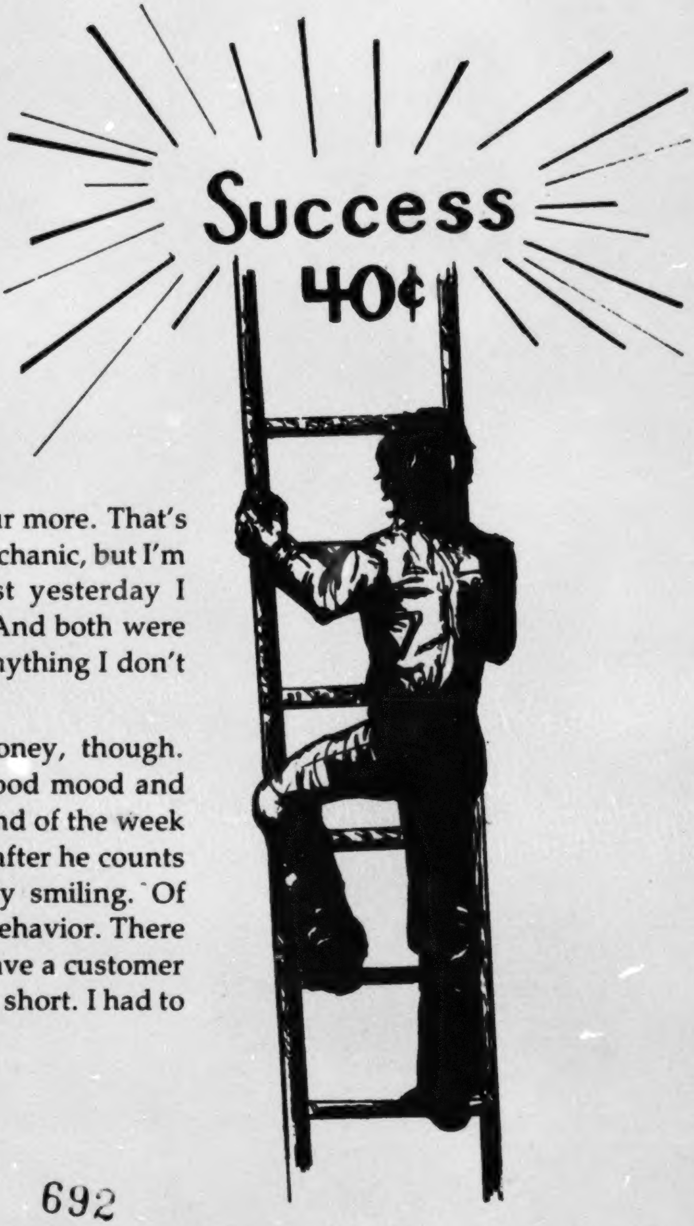
1. a cause, motive reason
2. a person, business firm that hires employer
3. actions, conduct, manners behavior
4. showing great effort, aspiring ambitious
5. to render fit for qualify
6. any governing principle, plan or course of action policy
7. a person hired by another employee
8. time of checking, or undergoing probation probationary
9. a fixed payment at regular intervals for services salary
10. answerable, accountable responsible

probationary
ambitious
salary
reason
qualify
employer
responsible
policy
employee
behavior

Reading Activity #48

Vocabulary: **mechanic, behavior, register, threaten, policy, customer**

I'M WORTH IT



I'm going to ask Mr. Baxter for a raise. No, I'm going to tell him to give me a raise. I'll insist on it. I've been working very hard the past 3 months. Every day I'm there at 8:00 a.m. sharp—never missed a day. I'm not just pumping gas anymore either. There are four or five oil changes a day. The flat tires never seem to stop coming. And they're not easy to fix sometimes. I think he owes it to me.

I think I'll ask for a quarter an hour more. That's really not too much. I can't say I'm a mechanic, but I'm working in the bay more often. Just yesterday I changed the spark plugs in two cars. And both were old V8 s. Pretty soon there won't be anything I don't know about cars. I learn really fast.

Mr. Baxter's pretty tight with money, though. Maybe I should wait until he's in a good mood and then spring it on him. Whenever the end of the week comes around he's usually happy. Or after he counts the money on a good day he's really smiling. Of course, I would have to be on my best behavior. There can't be any foul-ups, like the time I gave a customer too much change. The register came up short. I had to do some fast explaining.

Name______________________________

Reading Activity #48 continued

Aw, the heck with it! I'm just trying to put it off. I think I'll go up to him right now and ask for the raise. I'll tell him if I don't get it, I'll quit. It's as simple as that . . .

"Excuse me, Mr. Baxter, Mr. Baxter, do you have a minute?"

"Sure, Juan, what is it?"

"I've been working here for 3 months now, and I would like a raise. I'm a good worker. I've never missed a day. And if I don't get a raise I'm going to quit."

"Whoa! Not so fast, son. I can see you've been thinking about this for quite some time. You had it all planned didn't you? Well, you didn't have to threaten to quit. You see, the oil company that we work for has their own policy on raises. Every 3 months I'm supposed to review your wages. I was going to talk to you about it on Friday. You've been doing a fine job and I was going to suggest . . . oh . . . 40¢ an hour. Is that enough?"

"40¢ an hour?"

"Sure, you're worth it. And listen, next time when you're due for a raise, don't worry so much. And Juan, watch how you use that word 'quit' around me—any boss hates to hear that. Now, get that startled look off your face and wait on that customer."

Wow, I can't believe it was that easy. I think I'm going to like it here.

______________________________Name

Reading Activity #48 continued

How well did you read? Complete the following sentences.

1. Juan thinks he should get a raise for each of these reasons except
   a. ________ he is always on time.
   b. ________ he always works overtime.
   c. ________ he never misses a day.

2. To ask for his raise, Juan thinks he should
   a. ________ wait until Mr. Baxter is in a good mood.
   b. ________ do a favor for Mr. Baxter.
   c. ________ ask Mr. Baxter when he's really busy.

3. Mr. Baxter
   a. ________ told Juan to go ahead and quit.
   b. ________ said Juan would have to wait 3 months for a raise.
   c. ________ said Juan deserved a raise.

Fill in the blanks to complete the paragraphs below.

Juan worked at a gas station. He worked there ________ 3 months. He thought ________ should have a raise. ________ was always on time ________ he never missed a ________ of work.

He did ________ things besides just pumping ________. He did four or ________ oil changes each day. ________ changed the spark plugs ________ two cars.

When he ________ Mr. Baxter for a ________ he was very surprised. ________ Baxter didn't argue with ________. He said he thought ________ should have a raise. He gave him 40¢ more an hour.

Name________________________

Reading Activity #48 continued

Think about it.

1. When should you ask for a raise?

2. How would you act if you didn't get a raise?

3. How would you determine whether or not you are qualified for a raise?

4. What did Mr. Baxter mean when he talked about company policy?

______________________________Name

Reading Activity #48—Answers

How well did you read? Complete the following sentences.

1. Juan thinks he should get a raise for each of these reasons except
   a. ________ he is always on time.
   b. ___X___ he always works overtime.
   c. ________ he never misses a day.

2. To ask for his raise, Juan thinks he should
   a. ___✓___ wait until Mr. Baxter is in a good mood.
   b. ________ do a favor for Mr. Baxter.
   c. ________ ask Mr. Baxter when he's really busy.

3. Mr. Baxter
   a. ________ told Juan to go ahead and quit.
   b. ________ said Juan would have to wait 3 months for a raise.
   c. ___✓___ said Juan deserved a raise.

Fill in the blanks to complete the paragraphs below.

Juan worked at a gas station. He worked there __for__ 3 months. He thought __he__ should have a raise. __He__ was always on time __and__ he never missed a __day__ of work.

He did __other__ things besides just pumping __gas__. He did four or __five__ oil changes each day. __He__ changed the spark plugs __in__ two cars.

When he __asked__ Mr. Baxter for a __raise__ he was very surprised. __Mr.__ Baxter didn't argue with __him__. He said he thought __he__ should have a raise. He gave him 40¢ more an hour.

Reading Activity #48—Answers continued

Think about it.

1. When should you ask for a raise?

   1. When you are given extra responsibility.
   2. When company policy dictates a review of your wage.

2. How would you act if you didn't get a raise?

   Politely ask the reasons.

3. How would you determine whether or not you are qualified for a raise?

   1. Investigate company policies and pay scales.
   2. Examine your own responsibilities and work load.

4. What did Mr. Baxter mean when he talked about company policy?

   Most companies have a policy of reviewing wages every three, six, or twelve months. The employees thus can be paid what they are worth.

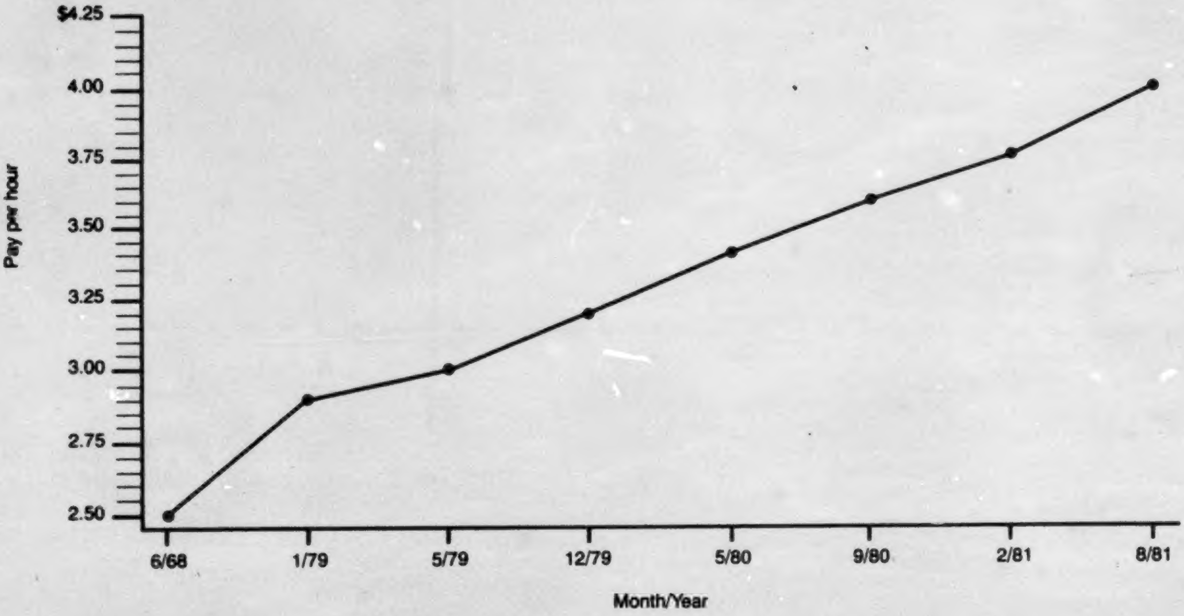
Math Activity #48

Vocabulary: **estimate**

This activity will give you practice with reading a chart, subtraction, and multiplication.

(Show all of your work in the space provided.)

Ann drew up a chart to keep track of her pay raises. Study the chart, then use it to help you answer the questions that follow.



1. When Ann started working she only worked 4 hours a day, 4 days a week. How much did she make a day? How much did she make a week?

2. Ann decided she should be making over $3.15 an hour before she could afford to move out of her mother's apartment. According to the chart, when could she afford to move?

Name____

Math Activity #48 continued

3. How much of a raise did Ann get in May 1979?

4. By May 1979, Ann was working 8 hours a day, 5 days a week. How much was she earning a week?

5. Using the graph, estimate when Ann was earning at least $1 an hour more than when she first began working.

6. By February 1981, Ann was earning $3.75 an hour. She took 2 hours off to go to the dentist. How much did she earn that day?

7. Figure out how much Ann would earn in a year at her August 1981 salary. Assume she got 2 weeks of vacation.

____________________Name

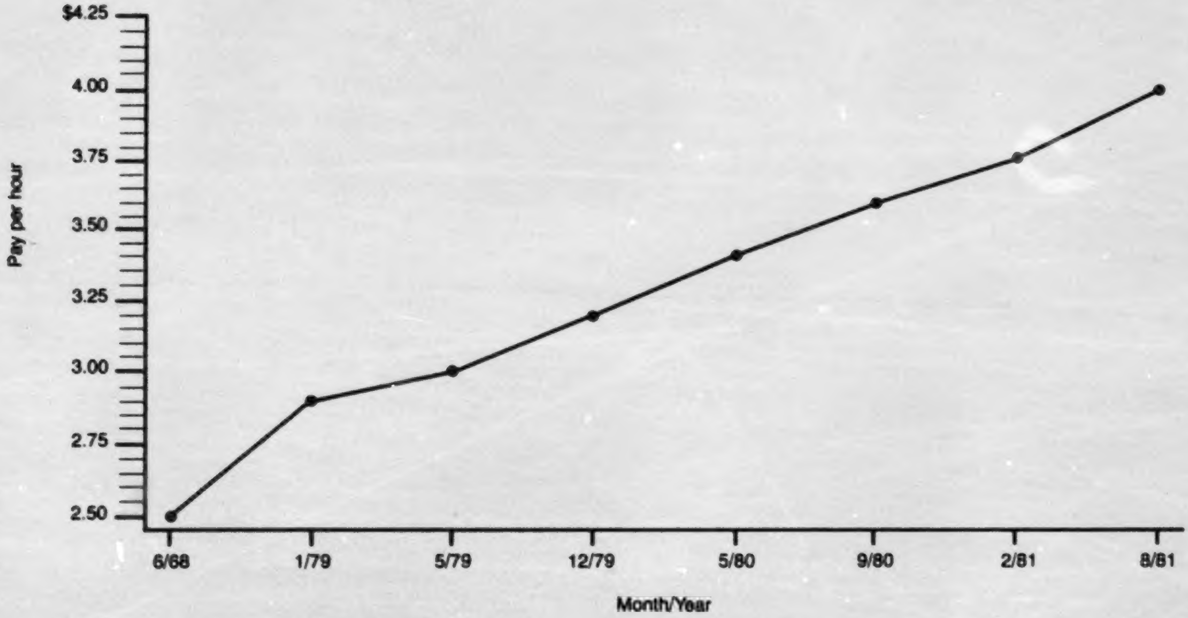
Math Activity #48—Answers

Vocabulary: **estimate**

This activity will give you practice with reading a chart, subtraction, and multiplication.

(Show all of your work in the space provided.)

Ann drew up a chart to keep track of her pay raises. Study the chart, then use it to help you answer the questions that follow.



1. When Ann started working she only worked 4 hours a day, 4 days a week. How much did she make a day? How much did she make a week?

$2.50 per hour
x 4 hours
$10.00 per day

$10.00 per day
x 4 days per week
$40.00 per week

2. Ann decided she should be making over $3.15 an hour before she could afford to move out of her mother's apartment. According to the chart, when could she afford to move?

December 1979

Math Activity #48—Answers continued

3. How much of a raise did Ann get in May 1979?

$.10 per hour

4. By May 1979, Ann was working 8 hours a day, 5 days a week. How much was she earning a week?

$3.00 per hour
x 8 hours per day
$24.00 per day

$24.00 per day
x 5 days
$120.00 per week

5. Using the graph, estimate when Ann was earning at least $1 an hour more than when she first began working.

September 1980
$1.10 per hour more

6. By February 1981, Ann was earning $3.75 an hour. She took 2 hours off to go to the dentist. How much did she earn that day?

$3.75 per hour
x 6 hours
$22.50

7. Figure out how much Ann would earn in a year at her August 1981 salary. Assume she got 2 weeks of vacation.

$4.00 per hour
x 40 hours per week
$160.00 per week
x 50 weeks
$8000.00 per year